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ABSTRACT

Bakery Europa and the Straub Clinic in Hawaii participated in Project BELIEVE, a 3-year (1995-98) workplace literacy project conducted in partnership with the University of Hawaii's College of Education. Instruction focused on the literacy, communication, interpersonal, and problem-solving skills needed to succeed in the baking and health care industries, determined through needs assessments of both companies. These skills include the following: English for nonnative speakers, reading, business writing, mathematics, effective communication strategies, and team building. Courses were designed using workplace-specific materials for each company and conducted during the workday in a room set aside as an education center. Evaluation of the project showed that it is necessary to support of both management and employees for a workplace literacy project to succeed. Management needed to be kept apprised of the progress of the project and its relevance for improvements in productivity. Employees learned why it was important for them to improve their skills and earned small incentives for participation. Most employees improved their skills. (Contains a public service announcement, a newsletter, mini-lessons, evaluation reports, and a Straub employee newsletter article.) (KC)

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The Final Report for Project BELIEVE

(A National Workplace Literacy Project With Bakery Europa and Straub Clinic & Hospital)

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I. INTRODUCTION

From February 1, 1995 to December 31, 1998, Bakery Europa and Straub Clinic & Hospital participated in a workplace literacy project called Project BELIEVE. Project BELIEVE was designed to help employees gain the skills needed to become more productive workers and to enrich their lives. Bakery Europa and Straub Clinic & Hospital partnered with the University of Hawaii's College of Education to conduct the project. Instruction focused on the literacy, communication, interpersonal, and problem-solving skills needed to succeed in the baking and health care industries. These skills include English for non-native speakers, reading, business writing, math, effective communication strategies, and team building.

Project BELIEVE was one of the last national workplace literacy projects funded by a grant from the U.S. Department of Education, Office of Vocational and Adult Education and was in the only round of workplace literacy projects that were funded for three years. National workplace literacy projects were designed to "improve the productivity of the workforce through the improvement of literacy skills in the workplace." This could be accomplished by:

- adult literacy instruction,
- high school diploma preparation,
- English as a second language instruction,
- upgrading basic skills to meet changes in workplace requirements
- improving speaking, listening, reasoning, and problem solving skills, and
- providing educational counseling, transportation, and child care for adult workers who participate in the project during non-working hours.

Previous national workplace literacy projects had been funded for 18 months.

Beginning with the Gulf War in the early 1990s, Hawaii experienced a prolonged economic downturn while the rest of the nation prospered. The bad economy forced many companies in Hawaii to downsize and/or go out of business, and many people lost their jobs. Companies had to become much more competitive and cost conscious. People frequently worked two or more jobs, and much of Hawaii's skilled labor force moved out of the state. This economic slump continued throughout the duration of Project BELIEVE.

Companies need employees who can do their jobs well and satisfy customers. In 1992, the U.S. Department of Labor identified critical workplace competencies and foundation skills that all employees need in a report by the Secretary's Commission on Achieving Necessary Skills (SCANS), *Learning a Living: A Blueprint for High Performance: A SCANS Report for America 2000*. As outlined on page xiv of the report, these are:

Workplace Competencies: -- Effective workers can productively use:

- Resources -- They know how to allocate time, money, materials, space, and staff.
- Interpersonal skills -- They can work on teams, teach others, serve

customers, lead, negotiate, and work well with people from culturally diverse backgrounds.

- Information – They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- Systems – They understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.
- Technology – They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

Foundation Skills: – Competent workers in the high-performance workplace need:

- Basic Skills – reading, writing, arithmetic and mathematics, speaking, and listening.
- Thinking Skills – the ability to learn, to reason, to think creatively, to make decisions, and to solve problems.
- Personal Qualities – individual responsibility, self-esteem and self-management, sociability, and integrity.

Using the SCANS report, Project BELIEVE designed a program to help employees gain and strengthen the workplace competencies and foundation skills they needed to retain their jobs and to move up within the company. The project also used some of principles of W. Edwards Deming, the man who helped Japan restructure its business environment so that its economy flourished from the 1980's to late 1990's. These principles are:

- Institute training on the job.
- Train and encourage supervisors to help employees do a better job.
- Drive out fear so that everyone may work effectively.
- Encourage education and self-improvement for everyone.

II. THE BAKING INDUSTRY

A. A Brief Description of Bakery Europa and its History with Workplace Literacy

Bakery Europa is a wholesale bakery with customers that include hotels, airline caterers, food outlets, and military bases. It is located in an industrial area close to downtown Honolulu. With approximately 120 employees, it is one of the largest bakeries in Hawaii. Many employees are immigrants from the Philippines, Samoa, and Vietnam with a few from Hawaii and the continental U.S. There is no formal training program for front-line employees. Once they are hired, they immediately start to work and learn their duties by following the instructions of department supervisors.

In the early 1990's, the President and CEO of Bakery Europa visited a national workplace literacy project that the University of Hawaii, College of Education was conducting with 19 hotels and one small business. That project was a national

workplace literacy project that had expanded from one original hotel partner. After visiting that project, he asked the College of Education to develop a similar project for Bakery Europa and its employees. Staff from the College of Education visited Bakery Europa, meeting with the president and supervisors and observing and talking with front-line employees to gather information about the needs of the bakery and its employees. The information was used to write a proposal to receive a workplace literacy grant from the U.S. Department of Education, Office of Vocational and Adult Education.

When the College of Education received word that Project BELIEVE would be funded, Bakery Europa's president was immediately notified. Soon after this, it was learned that the president would shortly be leaving the bakery to work in the corporate office. Before he left, he worked on a transition plan with his successor and College of Education staff met with both men to discuss the project, its goals, and the commitments of the College of Education and Bakery Europa. So, by the time the project started, Bakery Europa had a new president who had been briefed about the project and supported its goals. About a year later, that president left, and Bakery Europa promoted someone in-house to be president. About a year and a half after that, Bakery Europa was sold. Fortunately, the president retained his position. In all, Bakery Europa had three presidents and CEOs during the conception and implementation of the workplace literacy project.

Throughout the first three years of the project, Bakery Europa designated a room on-site specifically to Project BELIEVE, which made it into the Education Center. The Education Center was open Monday through Friday from 8:00 a.m. to 6:00 p.m. and Saturday from 8:00 a.m. to noon. If employees wanted to study but were unable to come during these times, project staff would schedule alternative times to meet with them. Instruction was designed to help employees gain the skills they needed to enable the company to compete in a global economy and to enrich their lives. During the project's fourth year, which was conducted under a no-cost extension, the Education Center was eliminated because space was lost in the sale of Bakery Europa. Instead, project staff used the supervisors' office to work with employees. Project staff was available during set hours and as requested.

B. Needs Assessment Methods

The needs of Bakery Europa and its employees were assessed in the following ways:

1. Job Shadowing Employees: To find out what employees actually did on the job, project staff watched front-line employees perform their jobs, talked to them about what their jobs required them to do and what was difficult for them, and worked alongside of them for a few hours. Project staff continued to occasionally job shadow employees during the first year and a half but discontinued the practice when liability issues were raised.

2. Communicating with Supervisors: Project staff initially surveyed supervisors to find

out their expectations for employees and what problems typically arose. Throughout the project, project staff also met with the production manager and supervisors to listen to their observations of employee performance and to modify course content and educational materials accordingly. For example, a supervisor had noticed that employees at both the order desk and the cake room did not know how to spell some common words used to decorate cakes (e.g. Congratulations, Happy Birthday, Happy Anniversary, Merry Christmas). So, project staff tutored cake room employees in spelling and developed a poster with these common words and phrases correctly spelled, that was displayed in the cake room allowing cake decorators to double-check their spelling.

3. Reviewing Bakery Europa Job Descriptions: At the start of the Project BELIEVE, Bakery Europa was just beginning to establish formal job descriptions. Project staff reviewed all of the bakery's completed job descriptions to learn the duties of specific jobs.

4. Reviewing V-TECS Job Descriptions: To supplement the information found in the bakery's job descriptions, project staff also reviewed job descriptions of baking-related positions as outlined by V-TECS. V-TECS (Vocational Technical Education Consortium of States) is a national organization that identifies types of jobs in different industries along with their duties, tasks, and performance objectives and develops curriculum for specific vocational areas.

5. Learning about the Baking Industry and Its Needs in Hawaii: The project had formed an advisory council, which included two representatives from Hawaii's baking industry. One member taught baking, worked for a company that sold supplies to bakeries, and later headed up the production facilities of another bakery. The other member formerly owned his own bakery, taught baking, and was a consultant for Bakery Europa. The former conducted a workshop for project staff near the beginning of the project and described the baking industry and Bakery Europa's role in Hawaii. She also discussed the common skills and terminology used in baking. The latter described common problems that arise in a bakery and gave samples of curricula used by the American Institute of Baking that staff could adapt.

C. Needs Identified

From the needs assessment, it was learned that Bakery Europa employees, especially those who were speakers of English as a second language (ESL), needed to improve their abilities in the following skills that are necessary in the baking industry:

1. Filling out company forms,
2. Telling time,
3. Reading work schedules that are written in military time,
4. Counting hours worked,
5. Reading recipes,
6. Reading production reports and printouts,

7. Reading machinery instructions,
8. Reading hazard and caution signs,
9. Communicating with supervisors and management,
10. Differentiating and filling product packaging,
11. Communicating with persons from outside the company,
12. Behaving appropriately in the workplace and following safety procedures,
13. Increasing or decreasing recipes, and
14. Counting and packing the correct amount of a product into boxes.

Employees were also very department-oriented. They knew what happened in their department but not in other departments or the bakery as a whole.

D. Goals of Instruction

Based upon the needs identified, project staff geared instruction around basic literacy and communication skills and primarily targeted employees who were non-native English speakers and did not have a high school diploma. The goals for courses, tutorials, and workshops at Bakery Europa were that employees would improve their:

1. reading and writing skills,
2. math skills,
3. interpersonal communication skills,
4. knowledge of Bakery Europa products, and
5. knowledge of safety and sanitation concepts.

Using the SCANS report and Deming's principles as guidelines, project staff focused instructional activities around how employees used the skills and knowledge mentioned above in the workplace, and incorporated Bakery Europa literature and materials as much as possible. For example, a reading lesson about finding the main idea and supporting details used a memo posted in the break room. In an exercise about prepositions, participants described the physical layout of the bakery. In a math lesson, participants counted how many loaves of bread would fit in a box and then determined how many boxes would be needed to pack a larger number of loaves. In a safety lesson, participants identified some common injuries at the bakery and ways to avoid them. The pragmatic aspects of each skill and concept were emphasized so that employees could immediately apply it to their work.

E. General Descriptions of Courses

Several subjects were offered at Bakery Europa. These fell into the following categories: ESL (English as a Second Language), mathematics, safety, sanitation, and communication and problem solving. These topics are discussed in more detail later in this section. Instruction was available in the form of classes, workshops, tutorials, computer-assisted learning, and independent learning activities. Classes were the preferred format because it allowed employees to interact and learn from each other, practicing teamwork and problem solving, as well as more in-depth instruction and was

cost-efficient. Workshops were conducted when a topic, such as safety, could be covered in a shorter period of time. Tutorials were held when employees had schedule conflicts and could not attend classes or wanted help in specific areas. Independent mini-lessons were developed so that when employees were unable to attend tutorials or classes, they could still improve the skills needed to succeed in their jobs. These mini-lessons were based on topics found in the ESL, math, and safety and sanitation classes. Curricula for these programs were often adapted from materials developed for other workplace literacy, ESL, or vocational education programs because project staff believed it was unnecessary to start from scratch when existing, good curricula were available. Literature and information specific to Bakery Europa was incorporated into the curricula as much as possible. Computer-assisted learning offered participants the opportunity to work individually to improve their spelling, reading, writing, and math skills while using technology. The majority of bakery employees were interested in computers but did not have access to one, so the project allowed them to have guided hands-on computer access to learn what types of things a computer could do, including searching for information on the Internet, which can be a valuable resource.

In addition to topics mentioned above, a class on using *Lotus 1-2-3* software was also offered. This class was requested by the Bakery Europa office staff and supervisors who wanted to use spreadsheets more effectively. The project worked in partnership with Farrington Community School for Adults to hold this class: project staff scheduled the classes and allowing participants to use the computers in the Education Center, and Farrington funded the instructor. This class reinforced the idea at the bakery that lifelong learning was important for <u>everyone</u>. Farrington's principal was on the project's advisory council and very supportive of the project's efforts.

The project had originally intended to offer classes in high school diploma preparation; however, few employees were interested. Those employees who did want to study for a high school diploma were referred to Farrington, which offered those classes for free at nearby sites. The project tested the employees to determine if their reading proficiency was high enough to enter Farrington's high school equivalency program; they had to read at least at the eighth grade level. If their reading proficiency was too low, project staff would work with them to improve their reading skills so that they could subsequently enter Farrington's program.

Assessment was an essential component of all instruction. Each course, tutorial, and workshop began with a pre-test. This enabled instructors to identify each participant's level of proficiency and to fine-tune course materials to meet the needs of all participants. Correspondingly, each course, tutorial, and workshop ended with a post-test, and the pre- and post-test scores were compared to measure each participants' progress. The ESL and math programs used standardized tests developed by CASAS (Comprehensive Adult Student Assessment System) – assessment instruments developed specifically for adults and validated by the U.S. Department of Education for adult literacy. The safety, sanitation, and communication and problem solving programs used assessments developed by project staff. Employees with low literacy skills were given oral pre- and post-tests.

A summary of the education programs offered by Project BELIEVE at Bakery Europa is below. For more detailed information about the curricula used, please refer to the project's curriculum guide, *Project BELIEVE: An Educational Program Conducted at Bakery Europa*.

1. English as a Second Language Program

The ESL program was designed to enhance the communication skills of Bakery Europa employees who were not native English speakers. It focused on improving skills in the areas of speaking, listening, reading, and writing. The project developed curricula for three proficiency levels (beginning, intermediate, and advanced); however, most participants placed into the beginning and intermediate levels. The ESL program was continuously adapted to meet individual needs.

Beginning ESL

This course provided employees with the basic communication skills they needed at work and in their daily lives. Topics included:

- greeting co-workers politely,
- introducing themselves to new coworkers or visitors to the bakery,
- describing Bakery Europa and its products,
- describing their job duties,
- telling time in standard and military hours because the bakery used military time in its work schedules,
- using calendars so that they can understand their work schedules, and
- asking for clarification to signal coworkers and supervisors that they do not understand and need to have something repeated and/or explained further.

Bakery Europa's Employee Handbook was briefly discussed to highlight important procedures regarding benefits, vacations, sick leave, and workplace safety.

Intermediate ESL

Intermediate ESL reinforced listening and speaking skills while integrating reading and writing skills. Topics covered in Beginning ESL were explored further. For example, the bakery sometimes had manpower shortages because employees were sick and did not report to work or call in. Some employees later reported that they did not know they had to call in and that they did not know what to say when they called in. So the class reviewed the sick leave policy in the Employee Handbook, and participants practiced calling in sick and describing symptoms of illnesses. They practiced reading medicine labels and following doctor's instructions to minimize the recovery time. Employees also practiced following and giving instructions as well as tactfully giving suggestions. They learned how to read ordering and inventory sheets, warning signs, product labels, recipes, notes, work orders, and reports. Concepts such as time

management and problem solving were introduced so that participants could brainstorm ways to work as a team and complete their tasks more efficiently.

Advanced ESL

Topics introduced in Intermediate ESL were covered more in depth. In addition, students learned how to apply for job promotions and participate in the bakery's performance evaluation process.

2. Mathematics

The math program was designed to increase the productivity of Bakery Europa employees by ensuring that they had the math skills needed to do their jobs. It focused on skills needed to bake and package products accurately. Exercises and problems provided employees with practice in applying math skills on the job and in other real life situations. Manipulatives (e.g. measuring cups, boxes) were incorporated as much as possible to show the tie in to the bakery and to employ kinesthetic learning. Like the ESL program, the math program was continuously adapted to meet individual needs.

Beginning Math

In this course, employees learned how to add, subtract, multiply and divide. These basic skills were related to their jobs at the bakery, for example, how many boxes are needed to pack 120 loaves of bread. Participants learned the concepts of these math procedures working problems out manually and later with calculators. For most participants, this was the first time they ever used a calculator. This course also introduced decimals, percents, and units of measurement. The concept of decimals was introduced by money because of its obvious real world applications.

Intermediate and Advanced Math

In addition to reviewing topics covered in Beginning Math, these courses reinforced the skills employees need to become more confident in reading recipes and increasing or decreasing them, according to their work orders. They also learned how to read their time cards, figure out how many hours they worked, and what their gross pay would be. They were introduced to calculating the dollar value of products in terms of cost of ingredients, waste, profit, and loss.

3. Safety

These workshops focused on safety procedures relevant to the bakery. Safety was a key issue at Bakery Europa because recent OSHA (Occupational Safety and Health Administration) inspections had revealed some problems at the bakery. If not resolved, the bakery could have been fined. Employees learned how to handle hazardous or poisonous materials, prevent burns, and accidents. The concepts of teamwork, responsibility, and problem solving were stressed because employees

tended to think that someone else, usually the safety committee or production manager, should prevent accidents. The course emphasized that everyone is responsible for safety at the bakery and that each person should take steps, as outlined in the bakery's safety policy, to rectify unsafe situations and prevent accidents.

4. Sanitation

These courses focused on following sanitation procedures relevant to the bakery. Sanitation is especially important in food production, and Bakery Europa was inspected not only by State of Hawaii health officials but also by health officials from the military bases that the bakery had contracts with. If the bakery was found unsanitary, it could have been closed by the state or lost military contracts. In these workshops, employees learned how to prevent contamination and spoilage.

5. Communication

This workshop was developed for Bakery Europa supervisors to help them understand and communicate better with immigrant employees. The workshop emphasized the interpersonal skills needed to lead and work well with people from culturally diverse backgrounds as well as Deming's beliefs that supervisors should help employees do a better job and drive out fear so that everyone may work effectively. The workshop highlighted some cultural differences that could be barriers in communication and offered alternative ways to convey messages.

F. Recruitment of Participants

Project BELIEVE continuously recruited Bakery Europa employees to take advantage of the services available to them. Some ways the project recruited participants were:

- holding all-day open houses for employees several times throughout the project. These open houses included educational games, which employees entered for prizes, and refreshments.
- talking with employees in the break room before work, during breaks, and after work.
- having a daily newspaper available in the Education Center so that employees could come in and read.
- getting referrals from supervisors identifying who would particularly benefit from the project's services.
- getting participants to encourage their coworkers to use the project's services. This was extremely helpful because participants could allay their coworkers' fears about attending classes and tutorials.
- posting project information, including registration for classes, on the door of the Education Center and in the lunchroom. One employee took it upon herself to be the first to sign up for classes, and when others saw her name, they would also sign up.

- airing a public service announcement about the project and its services on a popular radio station that features programming in 10 common languages in Hawaii, excluding English. The announcement ran in English, Mandarin, Cantonese, Ilocano, Korean, Samoan, Tagalog, Tongan, Vietnamese, and Laotion. The public service announcement is on page 20, Attachment A.
- publishing a project newsletter, in which staff and participants wrote about their experiences with Project BELIEVE. A sample newsletter is on page 21, Attachment B.

G. Project Findings

When conducting workplace literacy projects, it's crucial to get buy-in from both management and employees. The company's priority will always be to be profitable, so to gain management support, instruction must be tied into helping employees become more productive and, therefore, making the company more profitable. The project had some problems when the bakery's president changed because project staff assumed that information about the project had been passed on to the new president. If key management personnel changes, it's important to meet with the new company staff member and review the purpose of the project along with the commitments (e.g. in-kind contributions) from all parties. This ensures that everyone is working with a common understanding and involves the new company staff member in the project. Submitting class and workshop outlines and interim and final progress reports to the president for his review helped to keep instruction tied to the needs of the bakery and secure his support of the project. From his feedback, project staff learned that employees needed to be able to articulate what they had learned and how it tied into their jobs. Supervisors also supplied key vocabulary each week, which instructors incorporated into the ESL classes.

To get support from employees, explain to them the advantages of working in ways that make the company profitable (e.g. more job security and satisfaction) and how they can personally benefit (e.g. compensation for completing classes). Key floor employees, who were respected by both management and their coworkers, helped reduce the stigma of participating in a workplace literacy project by attending classes and tutorials. They also encouraged coworkers to use the project's services. Small incentives, such as certificates of completion, dictionaries, and simple calculators, also motivated employees to participate. The independent mini-lessons were a fun way to learn. See a sample mini-lesson in Appendix C on page 27.

H. Evaluation Report

Please see the External Evaluator's report in Appendix D on page 30.

III. HEALTH CARE INDUSTRY

A. A Brief Description of Straub Clinic & Hospital and its History with Workplace Literacy

Straub Clinic & Hospital is one of the largest health care facilities in Hawaii with services extending to patients throughout the state and Pacific Basin. Straub has its primary clinic and hospital and six outreach facilities on the island of Oahu. At the start of Project BELIEVE, Straub had an employee population of approximately 2,000 from a variety of educational and cultural backgrounds with employees coming from Hawaii, the continental United States, and several Asian and Pacific Rim countries.

Straub was not originally one of the partners in Project BELIEVE. The proposal for the project was written for Bakery Europa and the Laborers' International Union of North America, Local 368, AFL-CIO (LIUNA). In October 1994, shortly after it was learned that the project would be funded, LIUNA withdrew from the project because it decided to emphasize the free learn-at-home reading skills course sponsored by the national affiliate. An alternate partner was sought. The College of Education met with a Straub representative to find out if the organization was interested in joining Project BELIEVE because someone at Straub had earlier approached the College of Education about conducting classes for its employees. Within two weeks, Straub agreed to join the partnership.

Straub was especially interested in joining a national workplace literacy program because a customer satisfaction survey in 1993 revealed considerable problems in both oral and written communication. Problems in oral communication generally arose because of the low English proficiency of some of the immigrant workers while organizational problems, grammatical errors, and awkward phrasing caused confusion in written correspondence.

Throughout the project, Straub made space available on-site for the project's courses, workshops, and tutorials. During the second and third years of the project, Straub designated a room specifically for training and education, and the project had exclusive use of the room Mondays and Tuesdays from 8:00 a.m. to 5:00 p.m. and Wednesdays from 8:00 a.m. to noon. If employees wanted to study but were unable to come during these times, project staff would schedule alternative times to meet with them. Other facilities were also available as needed. Instruction was designed to help Straub employees gain the skills needed to work together as a team and to serve their patients more effectively. During the fourth year of the project, which was conducted under a no-cost extension, the dedicated room was lost because Straub merged with another health care provider and, as part of the merger agreement, converted the room into computer facilities; however, other space was provided to the project as needed. During that last year, all Straub employees received a two percent pay cut and housekeeping and food services were outsourced.

B. Needs Assessment Methods

The needs of Straub Clinic & Hospital and its employees were assessed in the following ways:

1. Communicating with the Training and Education Advisor for Straub: Straub has someone who plans, coordinates, and implements training programs for its employees. This advisor was able to tell project staff what types of instruction were offered by the company, her observations as to what was needed, as well additional instructional requests from department heads, supervisors, and employees in a recent survey.

2. Reviewing the 1993 customer satisfaction survey: Straub had recently undertaken a massive survey of their clients to get feedback about its services. The Training and Education Advisor and project staff reviewed the results of the survey to identify areas in which employees needed to improve. For example, clients said that they had difficulties talking with housekeepers, food service workers, and other personnel. The departments identified in these comments had sizable immigrant populations, so some of the difficulties were attributed to low English proficiency.

3. Job Shadowing Employees: To find out what employees actually did on the job, project staff observed employees as the performed their jobs and talked to them about what their jobs required them to do and what was difficult for them.

4. Communicating with Supervisors: Project staff initially met with supervisors to find out their expectations for employees and what problems typically arose. Project staff continued to meet periodically with supervisors to design educational programs, listen to their observations of employee performance, and modify instruction accordingly.

5. Reviewing the *National Health Care Skill Standards*: Project staff reviewed this 1995 report by the Far West Laboratory for Educational Research and Development, which received a grant from the U.S. Department of Education and Labor to develop and validate these voluntary skill standards for health care workers and collaborated with the National Consortium on Health Science and Technology Education, the Service Employees International Union, and over 100 health care organizations and educational institutions. The standards are broken down into the following areas: health care core, therapeutic/diagnostic core, therapeutic cluster, diagnostic cluster, information services cluster, and environmental services cluster. The standards in the health care core aligned well with the purpose of the national workplace literacy projects (See page 1.). Some of these standards are:

    - academic foundation: "Health care workers will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role." This includes reading and writing charts, reports, and manuals; performing math operations using weights and measures; and using

health care terminology.

- communication: "Health care workers will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing." This includes assessing others' ability to understand; adapting communication to meet individual needs (e.g. paraphrasing, translating, and asking for clarification); and being sensitive to multicultural and multilingual needs.
- teamwork: "Health care workers will understand the role and responsibilities of individual members as part of the health care team, including their ability to promote the delivery of quality health care. They will interact effectively and sensitively with all members of the health care team." This includes being cooperative; practicing leadership skills; respecting cultural differences; and managing conflict by considering other points of view.

6. Reviewing Evaluations: At the end of each course or workshop, participants evaluated the content and instructor, suggested improvements, and recommended future topics. Project staff used their comments to improve existing programs and develop new ones.

C. Needs Identified

From the needs assessment, it was determined that Straub employees needed to improve their abilities in these areas crucial in the health care industry:

1. oral communication skills, including pronunciation for non-native English speakers,
2. interpersonal skills so that they could effectively work with and serve coworkers and patients who may come from different regions of the world,
3. business writing, and
4. math.

Using the SCANS report and Deming's principles as guidelines, project staff focused instructional activities around how employees use the skills and knowledge mentioned above, in the workplace and incorporated literature and materials from Straub Clinic & Hospital as much as possible. For example, in the ESL program, participants practiced filling supply orders based on what was phoned in from departments; in the writing program, they were encouraged to bring in samples of work they had actually produced to be critiqued; in the communication program, they practiced strategies for dealing with difficult people. The pragmatic aspects of each skill and concept were emphasized so that employees could immediately apply it to their work.

D. Goals of Instruction

Based upon the needs identified, project staff geared instruction around communication and interpersonal skills. The goals for courses, tutorials, and workshops at Straub Clinic & Hospital were that employees would improve their:

1. oral communication,
2. English grammar and business writing skills,
3. interpersonal skills, including adapting to others based on the knowledge and understanding of their cultures,
4. problem solving skills, and
5. team building skills.

E. General Descriptions of Courses

Several subjects were offered at Straub. These fell into the following categories: business writing, intercultural relations, communication, English as a second language, and mini-lessons. These topics are discussed in more detail later in this section. Instruction was available in the form of classes, workshops, tutorials, computer-assisted learning, and independent learning activities. The majority of instruction offered at Straub was in the form of 2-hour workshops because employees had tight schedules and needed course material to be presented concisely in one session. Initially, courses were offered in 60 to 90 minute sessions once or twice a week over several weeks. This proved too inconvenient, and participants often missed sessions. So the project made each session a self-contained module not contingent upon other sessions. Tutorials were held when employees had schedule conflicts and could not attend workshops, wanted help in specific areas, or wanted to keep their studies confidential. Independent mini-lessons were developed so that when employees were unable to attend tutorials or workshops, they could still improve the skills needed to succeed in their jobs. These mini-lessons were based on topics found in the business writing workshops. Curricula for these programs were often adapted from materials developed for other workplace literacy, ESL, or vocational education programs because project staff believed it was unnecessary to start from scratch when existing, good curricula was available. Literature and information specific to Straub Clinic & Hospital was incorporated into the curricula as much as possible. Computers offered participants the opportunity to use technology to improve their writing skills.

The project had intended to offer classes in high school diploma preparation; however, no employee expressed interest. Interested individuals would have been tutored by project staff or attended classes at McKinley Community Schools for Adults, located two blocks from Straub.

Assessment was an essential component of all instruction. Each course, tutorial, and workshop began with a pre-test. This enabled instructors to identify each participant's level of proficiency and to fine-tune course materials to meet the needs of all participants. Correspondingly, each course, tutorial, and workshop ended with a post-test, and the pre- and post-test scores were compared to measure each participants' progress. The business writing, intercultural relations, and communication programs used assessments developed by project staff. The ESL program used standardized tests developed by CASAS (Comprehensive Adult Student Assessment System) – assessment instruments developed specifically for adults and validated by

the U.S. Department of Education for adult literacy. Employees with low literacy skills were given oral pre- and post-tests.

A summary of the education programs offered by Project BELIEVE at Straub Clinic & Hospital is given below. For more detailed information about the curricula used, please refer to the project's curriculum guide, *Project BELIEVE: An Educational Program Conducted at Bakery Europa.*

1. Business Writing Series

This series consisted of four 2-hour workshops. Straub employees who attended all four workshops receive a Certificate of Completion from Project BELIEVE. The curricula for these workshops were adapted primarily from materials by Dianna Booher. Straub incorporated this series of workshops into its leadership training, making it mandatory for anyone supervising front-line employees.

- Grammar and Punctuation, Part I
  Participants reviewed the basic parts of speech and their functions.
- Grammar and Punctuation, Part II
  Participants built upon fundamentals learned during Grammar and Punctuation, Part I, and considered punctuation, word usage, and common errors in sentence structure.
- Writing Letters and Memos
  Participants discussed common problems found in confusing, poorly written letters and memos and learned to write clear messages. In order to write more quickly and effectively, participants learned to use a four-step process, and a Document Planning Sheet (DPS). Participants used the DPS to first develop an outline that acts as a guideline to draft their letter or memo. At the end of the workshop, participants were given a situation for which they had to draft a memo using the DPS.
- Proofreading and Editing
  Participants learned how to edit for content, style, conciseness, and clarity and were introduced to common editing symbols.

2. Intercultural Relations

The Intercultural Relations program exposed Straub employees to a wide range of cultural diversity, thus deepening the understanding of expectations and needs of both patients and coworkers from differing backgrounds. The program introduced the cultural beliefs of ethnic groups (e.g. Japanese, Filipino, and Hawaiian) and showed how these beliefs influenced their behaviors towards health care and communication. Then the program focused on how to use this knowledge to communicate with and serve patients and coworkers better.

3. Communication

This program focused on how to communicate effectively with patients and coworkers, especially the latter. Participants learned how to be active listeners, use non-threatening language and body language, deal with difficult people, work as a team, and empower front-line employees. One section of the program specifically addressed supervising non-native English speakers and ways to ensure that communication with those employees is clear.

4. English as a Second Language

Project staff developed a program focusing on improving the fundamental communication skills of speaking, listening, reading, and writing for employees who are non-native English speakers and who need to improve their English skills in order to communicate more effectively. The program was designed to help employees communicate better with colleagues, patients, and families of patients. Curricula were tailored to meet the specific needs of various departments. For example, for the department that delivered supplies throughout the clinic and hospital, instruction focused on telephone skills. Employees in that department had difficulty understanding orders phoned in and would often have to go to the requesting department to visually check the supplies. Classes for this department focused on familiarizing employees with the vocabulary commonly used in the orders and with ways to check their understanding by rephrasing what they heard or asking for clarification. The curricula also included pronunciation exercises because several employees were referred to the project by their supervisors because their coworkers had difficulty understanding what they were saying. In these cases, the employees were usually tutored, and instruction focused on producing sounds in context and using alternative ways to convey the same message.

5. Math

A math course was developed for the Food and Nutrition Department; however, because of scheduling difficulties, the course was not conducted. The course content was similar to that of Bakery Europa's Math Program and focused on units of measurement, reading recipes, and increasing and decreasing them.

F. Recruitment of Participants

Project BELIEVE continuously recruited Straub employees to take advantage of the services available to them. Some ways the project recruited participants were:

- holding an all-day open house for employees. The open house included educational games, which employees entered for prizes, and refreshments.
- displaying information about the project and its services in the cafeteria and talking with anyone who expressed interest.
- meeting with department heads and supervisors to explain how the project

could help their employees.

- getting referrals from supervisors identifying who would particularly benefit from the project's services.
- getting participants to encourage their coworkers to use the project's services. This was extremely helpful because participants could allay their coworkers' fears about attending classes, workshops, and tutorials.
- attending department meetings to meet floor employees and explain the project's services to them.
- posting project information, including workshop announcements, on the employee bulletin board devoted to training and education information.
- airing a public service announcement about the project and its services on a popular radio station that features programming in 10 common languages in Hawaii, excluding English. The announcement ran in English, Mandarin, Cantonese, Ilocano, Korean, Samoan, Tagalog, Tongan, Vietnamese, and Laotion. The public service announcement is on page 20, Attachment A.
- publishing a project newsletter, in which staff and participants wrote about their experiences with Project BELIEVE. A sample newsletter is on page 21, Attachment B.
- writing articles about the project for the Straub Clinic & Hospital employee newsletter, *Grapevine*. The first article that appeared in the *Grapevine* is on page 67, Attachment E.

G. Project Findings

When conducting workplace literacy projects, it's crucial to get buy-in from both management and employees. The company's priority will always be to be profitable, so to gain management support, instruction must be tied into helping employees become more productive and, therefore, making the company more profitable. Straub was very supportive of continuing education, as evidenced by its having an in-house training and education advisor, and wanted employees to increase their skills so that they would be more versatile and could work in several departments. The training and education advisor was extremely helpful: she reviewed workshop outlines and curricula, scheduled workshops, sat in on workshops and provided feedback to the instructors, and registered participants. However, industry-specific courses sometimes competed with the project for participants. For example, when Straub was preparing for accreditation, employees would attend classes needed to pass the accreditation before attending workshops offered by the project because it was essential that Straub continue to be accredited.

To get support from employees, explain to them the advantages of working in ways that make the company profitable (e.g. more job security and satisfaction) and how they can personally benefit (e.g. transfer communication skills into their personal lives). Key floor employees, who were respected by both management and their coworkers, helped reduce the stigma of participating in a workplace literacy project by attending workshops and tutorials. They also encouraged coworkers to use the project's services and stressed that confidentiality could be maintained through tutorials.

Release time and small incentives, such as certificates of completion and dictionaries also motivated employees to participate.

H. Evaluation Report

Please see the External Evaluator's report in Appendix D on page 30.

PROJECT BELIEVE
TECS Dept., College of Education
UNIVERSITY OF HAWAI'I AT MANOA
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Honolulu HI 96844-0001

Contact Person: **Noelani Ching** **956 - 5576**
FAX: 956 - 3374

P.S.A.
(Public Service Announcement)

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- Chinese: Mandarin, Cantonese
- Ilokano
- Korean
- Samoan
- Tagalog
- Tongan
- Vietnamese
- Laotian

TO ALL EMPLOYEES of **STRAUB CLINIC & HOSPITAL** and **BAKERY EUROPA !!**

. **Do you want to have more chances to get ahead in your job?**

.You can help yourself through **PROJECT BELIEVE**, a project paid for by the U.S. government.

. At your job site, **PROJECT BELIEVE** offers you **FREE** courses in **communication skills** and **math** covering **Basic English as a Second Language; Math; and preparation for High School equivalency diplomas**. You can choose which courses you want, just simply sign up.

. For further information please phone or fax **Noelani Ching at: 956-5576; FAX 956-3374.**

BELIEVE

Issue Number 1 | BELIEVE Newsletter | October 1997

Project BELIEVE's Educational Program at BAKERY EUROPA

The Project BELIEVE educational program at Bakery Europa is especially tailored to meet the needs of the employee and the workplace. Class participants have come from as far away as the Philippines, Samoa, Vietnam, and Europe, as well as from the Mainland and Hawai'i. At Bakery Europa, ESL (English as a Second Language) courses are conducted in such a way as to enhance employee communication skills while introducing work-related topics such as time management; reading and understanding recipes; sanitation; safety and emergency procedures; and reading and understanding product labels, directions, danger signs, and symbols.

Ruth Truce's Math Class

In addition to ESL instruction, special math classes and seminars devoted to bakery safety (e.g., preventing burns, preventing falls) and sanitation are conducted. The Project BELIEVE staff also offer various opportunities for individual instruction. A number of employees have had the chance to learn computer skills in computer tutorials while others have come to the Project's Education Center for individual instruction in English or math. For those employees interested in receiving their high school diplomas, we are also able to provide instruction for the high school equivalency test.

Project BELIEVE also provides computer access to Bakery employees who would like to have hands-on experience at "surfing" on the World Wide Web. The Internet is a valuable resource for bakery-related information and offers infinite possibilities.

Recently, four courses were being offered weekly at Bakery Europa. A graduation ceremony was held for those who completed their studies, and a new set of classes will soon begin. We hope employees at the bakery will sign up for one or more of our classes or tutorials. ◆

By **Douglas Fuqua**

Graduation – July 25, 1997. Left to right: Douglas Fuqua (instructor), Saulio Talo (Graduate), Patti Takata (Instructor), Aurelio Bartolome (Graduate).

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Project BELIEVE and Its Educational Program at Straub Clinic & Hospital

by **Douglas Fuqua**

Since 1995, Project BELIEVE has worked in partnership with Straub Clinic & Hospital to help Straub employees do their jobs more efficiently. Some of the workshops offered focus on enhancing grammar, writing, and math skills, while others address such topics as intercultural relations and ESL (English as a Second Language) training. Individual instruction has also been made available.

The writing workshops have proven especially popular and have been integrated into Straub's curricula. These two-hour workshops include:

- Grammar and Punctuation, Part I. Review the basic parts of speech and their functions.
- Grammar and Punctuation, Part II. Build upon fundamentals learned during Part I and consider punctuation, word usage, and common errors in sentence structure.
- Writing Letters and Memos With a Document Planning Sheet. Learn four steps for writing more quickly and effectively.
- Note Taking and Minute Taking. Take better notes and minutes and know what to look and listen for in a meeting or lecture.
- Proofreading and Editing. Learn how to edit for content, style, conciseness, and clarity.

The Intercultural Relations workshops have exposed Straub employees to a wide range of cultural diversity, thus deepening understanding and respect for patients of differing backgrounds. Workshops have covered the following cultures: African American, Chinese, Filipino, Korean, Pacific Islander (e.g., Saipan and Guam), Vietnamese, and Japanese.

Another important part of Project BELIEVE's instructional work at Straub has been in the field of ESL. The Project BELIEVE staff has designed a program focusing on improving the fundamental communication skills of speaking, listening, reading, and writing for those Straub employees who are not native English speakers and may need to improve their English skills in order to communicate more effectively. ESL training increases employee efficiency in communicating with English speaking colleagues and makes the employee better able to interact with the English speaking public. Curricula have been tailored to meet the specific needs of various departments. Some of the ESL training which has taken place thus far has been in the form of one-on-one tutorials.

To date, over 150 Straub employees have taken part in Project BELIEVE's unique instructional program and we hope that many more will soon take advantage of our educational opportunities. Those interested should inquire at our Straub office on Monday and Tuesday between 8:00 AM and 5:00 PM and on Wednesday before noon (Tel. 522-2355). ◆

Tutoring and Teaching: Shared Fun While Learning

By **Dorothy T. Wheeler**

Adult learners are fun to work with. I have enjoyed working with them at Bakery Europa and at Straub Clinic & Hospital. They have strong motives for learning in new areas - improving their skills on the job and preparing for potential promotions to better pay and opportunities. I always feel excited when I think that I could possibly help learners to achieve their goals. They come with many expectations which I try to help them fulfill.

I have found that most adult learners need to recognize and honor the fact that they have special life skills-skills that are not taught in school or college. I say this because so many have apologized to me that they are not as educated as they had hoped. They ask me to excuse the fact that they are not well-educated. What they have failed to recognize is that, as heads of households, they have learned and earned their educational degree from the College of Life Experience. From this college they have already learned how to negotiate disputes, budget the family finances, manage the family staff, manage family politics, and many more lifetime skills.

I found that by my respecting the learner's need for privacy and the need to maintain his or her pride and self-esteem, each learner can relax and feel that he or she is on an equal footing with the teacher. Once this feeling is achieved, we both can have fun learning whether the course is English, Math, or Business Writing. I really feel that each learner is my teacher and I am his or her student.

Once the fact that they are knowledgeable in their own right is pointed out to them, learners relax and prepare to expand on their own body of knowledge. From this new standpoint, we begin to enjoy the learning process. We have fun sharing thoughts and experiences within the framework of our lesson plans. As a result, I think that we have all walked away from the class with improved knowledge and awareness together with feeling better about ourselves as achievers – they, as learners, and I, as a teacher. ◆

Being Bilingual Enriches Your Life

By Patti Takata

I recently participated in a one-month Japanese language study program at Hokuriku University in Kanazawa, Japan. There were a total of 21 participants from Australia, the US Naval Academy, Hawai'i, China, Korea, and Mongolia. This program was a very fun and interesting learning experience. This was also my first trip to Japan.

Can you find Patti?

In addition to daily Japanese classes, we also participated in cultural activities and went sightseeing. Japan is an exciting country because there are temples and shrines that are hundreds of years old and also cities that are very big, new, and modern. Our month in Japan went by very quickly. By the time we got used to life in Japan, it was time to go home. I would like to go back to live there for a little while.

In Japan, I ate good food, saw famous places, and met many people from all over the world. My knowledge of Japanese is at a beginning level. Thus being in Japan was fun, but I could have had more fun if I spoke fluent Japanese. I could not understand TV programs or read the newspapers. Often in museums there were no explanations written in English. If I could read maps, street signs, and bus schedules, I could have visited more places. I also could have gotten to know the people I met on a deeper level instead of having only very simple conversations with them. Being in Japan was a little stressful because I was not familiar with the way things are done. In Hawaii, where I've lived all my life, I know how everyday things are done and feel confident. In Japan, a foreign country where I didn't know how things are done, I felt awkward.

If you speak only one language, your understanding of the world is limited. If you can speak 2 or more languages, the world is a lot bigger and more exciting. There are more cultures you can experience and people you can interact with. If you have good language skills, you will feel more comfortable and confident in a foreign country. It will be easier for you to make new friends and understand a different lifestyle. I am looking forward to going back to Japan when my Japanese language skills have improved.

In order to improve our knowledge and understanding of each other, I think we all should know at least one foreign language. Speakers of English as a Second Language in Hawai'i whose proficiency level is not very high also miss out on learning about American and Hawaiian culture. It must be hard to understand the newspaper and TV programs. To those who participate in Project BELIEVE's classes: Good Job! Improving your English skills will open up new opportunities and worlds for you. I encourage those who do not participate in Project Believe to do so. Improving your English skills will greatly enrich your lives. ◆

Attaining Goals

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By Nick Nakabayashi

The instructional sessions of this endeavor are designed to aid the employee in his work. These sessions are open to all, including the disabled. The gain in efficient productivity will not only be of benefit to the employer but also to the employee.

Employee, Project BELIEVE is a life enrichment program. That is to say, the program will help you in your work and you personally. The courses are tailored to fit your individual needs, meeting the standards expected of you on the job. This in turn will make your employer happy. The more capable and productive you are, the greater the feeling of satisfaction that will permeate through you. This learning process will not only help you as an employee, but also the way you will view life as an individual. Your time here..... Thus, the objectives are not only to enhance you, the individual, at the workplace, but also to awaken your inner self. ◆

Quotes

to believe in

Life Goals

"I can teach anybody how to get what they want out of life. The problem is that I can't find anybody who can tell me what they want."

• *Mark Twain*

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A' La Balanay

*By **Stacey Balanay**, Chef, Straub Cafe*

Cooking healthy gourmet foods may seem time consuming, but the tricks are in the sauces and garnishes that can be made ahead of time. When it's time to put the meal together, you've got a quick dish you can prepare with a chef's flair to it! Here's an example of a quick and healthy fish dish you can try at home:

Broiled Ahi
(2 servings)

Two 4-oz pieces of ahi
1 garlic clove, minced fine
2 tsp olive oil
Salt and white pepper to taste

Preheat broiler. Rub olive oil on the ahi. Season with garlic, pepper and salt. Broil fish for three minutes on both sides. Set aside. Do not overcook fish.

***Papaya Black Bean Salsa** (Makes 1 1/4 cup salsa)*

1/2 cup black beans, soaked one day ahead
1 tsp fresh cilantro
1 tsp green onions (optional)
1 medium ripe papaya
1/4 cup white vinegar
1/4 cup lemon juice
1 Tbsp olive oil
1 Tbsp honey (or sugar)
2 tsp fresh ginger
1/4 tsp chili powder (or Tobasco sauce)
1/8 tsp ground cinnamon

1. *Broil pre-soaked black beans in water for 45 minutes, or microwave in bowl until **al dente** (cooked, but not soft or overdone). Drain and set aside.*
2. *Chop cilantro and green onions.*
3. *Dice papaya.*
4. *Combine rest of ingredients in a bowl. Add papaya, cilantro, green onions, black beans, and mix them together.*
5. *Chill until ready to serve. Salsa may be served hot or cold.*

Aioli Yogurt Sauce
(Makes 1 cup)

1 cup plain yogurt
1 tsp lemon juice
2 Tbsp garlic, minced
1 tsp sugar
1 tsp dry mustard

Mix all ingredients together. Chill or set aside until ready to use. May be served chilled or at room temperature.

Plate Presentation
Place two tablespoons Aioli Yogurt Sauce on bottom of dinner plate. Put broiled ahi on top of the sauce. Garnish with papaya black bean salsa. Serve.

Here are two favorite family recipes. Enjoy! • **Anne K. Kishi**

CHOCOLATE CHIP BREAD

1/2 cup margarine or butter
3/4 cup sugar
2 eggs, slightly beaten
1 tsp. vanilla
2 cups flour
1 tsp. salt
1 tsp. baking powder
1 cup bananas, mashed
1 pkg. (6 oz.) semisweet chocolate pieces

Cream margarine and sugar together. Add eggs and vanilla and mix. Sift flour, salt, and baking powder together. Add dry ingredients to egg mixture. Mix in bananas and chocolate chips. Pour into a greased 10 1/4 x 3 5/8 x 2 5/8" loafpan. Bake at 325° F for 50-55 minutes.

PUMPKIN BREAD

3 1/3 cups sifted flour
2 tsp. baking soda
1 1/2 tsp. salt
1 tsp. cinnamon
1 tsp. nutmeg
3 cups sugar (may be decreased)
1 cup pecans, chopped
4 eggs
1 1/2 cups canned pumpkin
1 cup salad oil
2/3 cup water

Mix and sift dry ingredients. Add nuts and mix. Combine slightly beaten eggs with remaining ingredients and pour all at once into dry ingredients. Blend lightly. Bake in two greased loaf cake pans (10 1/4" x 3 5/8 x 2 5/8") in 350° F oven for 1 hour.

FOOD ORIGINS Quiz

Match each of the following with the time and place of origin:

1. Pancake	a) 1st Century B.C., Rome
2. Pie	b) Post-1847, United States
3. Cookie	c) Late Middle Ages, Germany
4. Animal Cookies	d) 2600 B.C., Egypt
5. Chocolate Chip Cookies	e) 16th Century, Holland
6. Doughnut	f) 5th Century B.C., Greece
7. Wedding Cake	g) 3rd Century B.C., Rome
8. Birthday Cake & Candles	h) 1890s, England

Answers: 1. d 2. f 3. g 4. h 5. b 6. e 7. a 8. c

To Project Believe:

Having an ESL and workplace literacy training program in the bake shop has been a great opportunity for all employees. It shows in a lot of improvement in their ability to read, understand, and respond verbally and in writing. Employees are more open about work and responsive to their supervisors. Thanks to the Project Believe staff for a job well done.

Theresa Cabrera, Sales
Advisory Council
Bakery Europa

The Bakery Europa Education Center, the "East-West Center, Ala Kawa"

I was among the first batch of students in the English class. I enjoyed it very much. The instructors are excellent in their specialized field of instruction and the social environment is conducive to learning. Students are from member countries of the United Nations and are characterized by their race, language, and traditions. I tried myself to accept the impression that our instructors were thus so, only to find out that they are perfect as one in language and other characteristics. Great!

One hour a day for three days a week is insufficient to attain a desired result. However, I believe that a conscientious individual finds it helpful to reawaken his or her idle mind brought about by prolonged and intense working hours.

Despite these limitations, the mission of the Learning Center is not in vain at all. The problem of averages/ shortages has been helped greatly thanks to the math class. Effective communication between ethnic groups has also improved significantly, thus fostering better understanding and relationships among employees and the management. I'm hoping that I can continue with my computer course.

We give our salute to the staff of the "East-West Education Center, Ala Kawa," headed by its youthful and intelligent head.

Mahalo!

Cipriano Drapeza

My congratulations go to Project Believe for having such a good program. The skills that I learned in the program have been and will continue to be a great benefit to me. I highly recommend this program to others who wish to improve and learn different skills.

Aloha,

Dolly Pinao
Coordinator
Food and Nutrition Services
Straub Clinic and Hospital

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Quotes

Language

"Words form the thread on which we string our experiences."

• *Aldous Huxley*

Empowerment

"I think education is power. I think that being able to communicate with people is power. One of my main goals on the planet is to encourage people to empower themselves."

• *Oprah Winfrey*

Happiness

"Happiness lies in the joy of achievement and the thrill of creative effort."

• *Franklin D. Roosevelt*

It's Not My Job!

This is a story about four people named Everybody, Somebody, Anybody, and Nobody.

There was an important job to be done, and Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that, because, after all, it was Everybody's job. Everybody thought Anybody could do it, but Nobody realized that Anybody wouldn't do it.

It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

• Anonymous

28

Windows

By **Anne K. Kishi**

The world is yours
The world is ours to share
Its myriad of wonders
near and afar
stretching to infinity...

Beckoning
calling
Patiently awaiting
a respectful nod
a friendly embrace
a place within the depths of
our very soul.
Delighting, thriving on surprise
Inspiring the spark of realization
that such precious discoveries
light the path
to even greater heights beyond.

Credits

Produced by:	BELIEVE Project
Edited by:	Noelani Ching Barbara Luckner-Loveless
Photographs by:	Noelani Ching
Graphics by:	Patrick Nakamura
Contributors:	Stacey Balanay Theresa Cabrera Cipriano Drapeza Douglas Fuqua Anne K. Kishi Nick Nakabayashi Dolly Pinao Patti Takata Dorothy Wheeler

Quotes from "First Draft", September 1997.

"A' La Balanay" from "Living Healthy", Oct-Dec, 1996.

Safety at Bakery Europa Crossword Puzzle

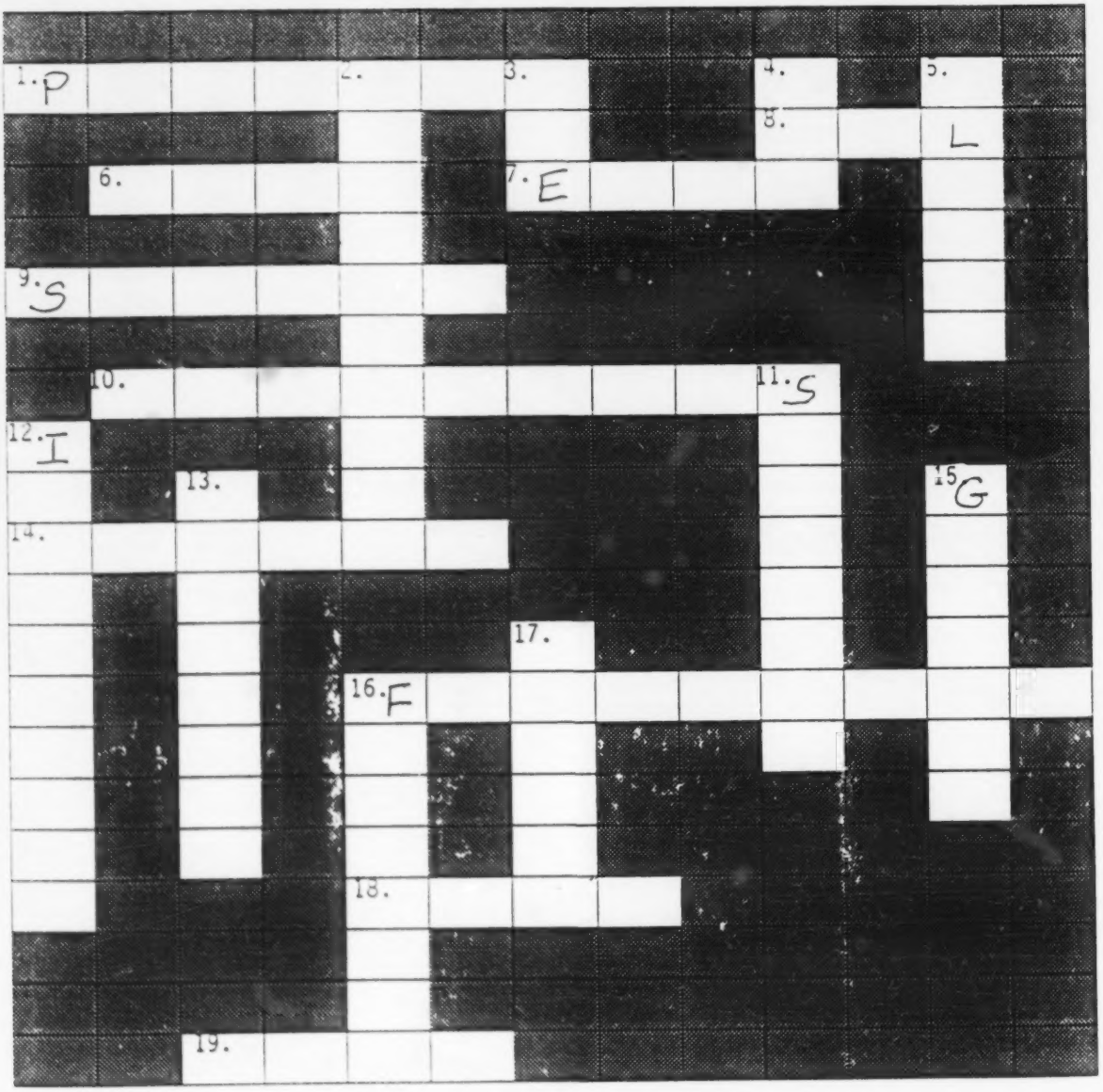
ACROSS

1. Stop something before it happens
6. _____ alarm
7. The way out
8. Used to fry doughnuts
9. _____ is everyone's job!
10. Pay attention to avoid _____.
14. Mop up _____ right away!
16. _____ things catch on fire easily.
18. _____ the other person of danger.
19. Be careful when baking and frying. Don't _____ yourself!

DOWN

2. _____ cords, outlets
3. _____ your apron strings and shoelaces.
4. Watch out for _____ spots!
5. Worn on hands
11. Be careful when going up and down the _____.
12. Close look, examination
13. _____ _____ kit
15. Safety glasses
16. Wear proper _____.
17. Used for reaching high places

SAFETY AT BAKERY EUROPA CROSSWORD PUZZLE



Name _____ Dept. _____

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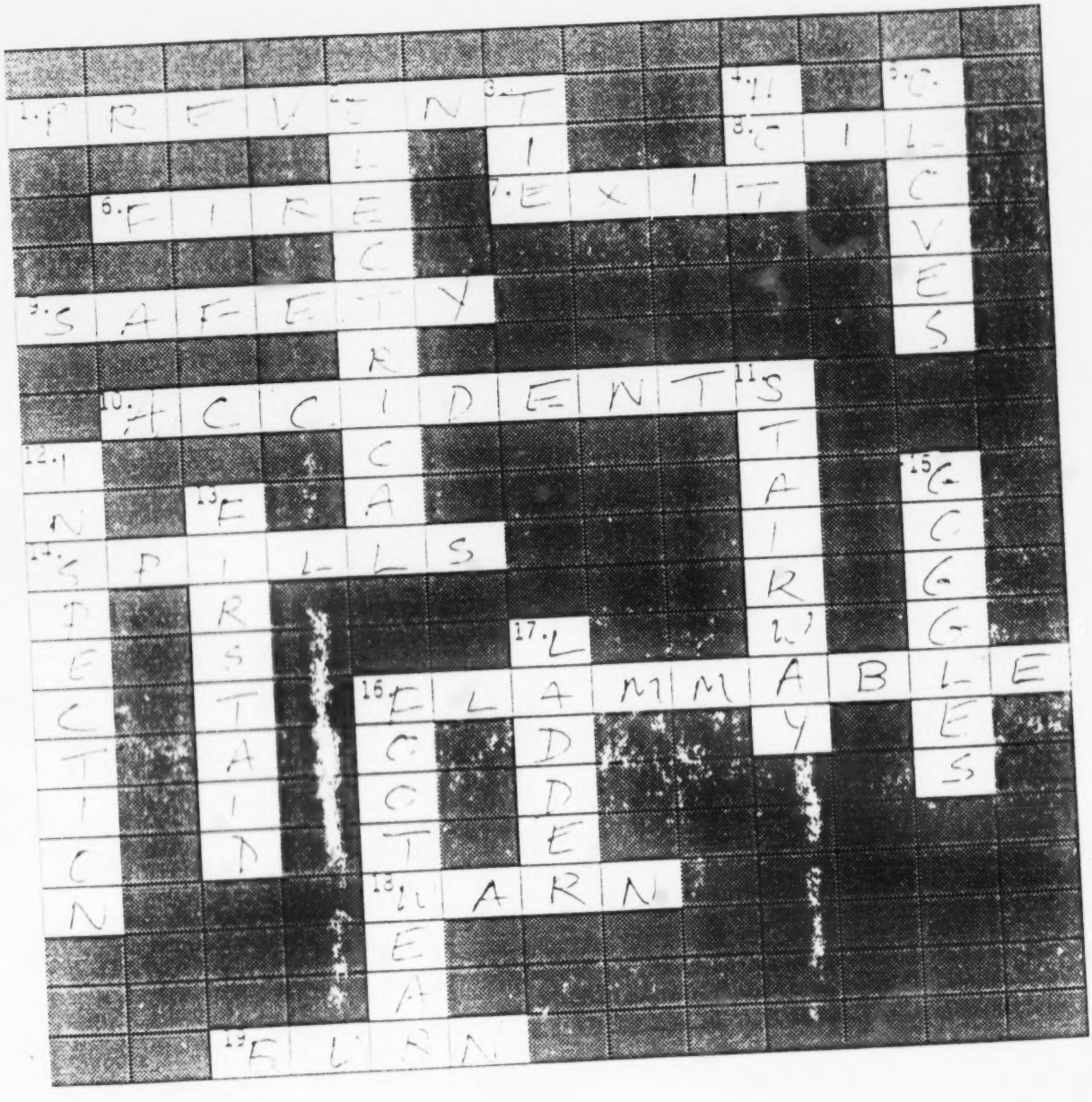
SAFETY AT BAKERY EUROPA CROSSWORD PUZZLE



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EXECUTIVE SUMMARY

BELIEVE

A National Workplace Literacy Project

U.S. Department of Education Office of Vocational and Adult Education
and
Department of Teacher Education and Curriculum Studies
College of Education, University of Hawaii

EVALUATION REPORT
Year 3

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Evaluator: Ichiro Fukumoto

Executive Summary

This evaluation reports on the effect of BELIEVE programs and services in the third and final year of operation at Bakery Europa and Straub Clinic and Hospital.

BELIEVE is a three-year national workplace literacy project conducted with a grant received from the U.S. Department of Education, Office of Vocational and Adult Education and administered by the Department of Teacher Education and Curriculum Studies, College of Education, University of Hawaii. Partners in the project are Bakery Europa and Straub Clinic and Hospital in Honolulu, Hawaii.

> Bakery Europa, one of Hawaii's largest wholesaler of baked goods, employs upward of 150 people representing all of the state's major ethnic and cultural groups. But of the workers that the project serves, nearly 80% is Filipino. Nearly all are functioning in beginning- and intermediate-level English and mathematics, as measured by CASAS (Comprehensive Adult Students Assessment System). CASAS is used nationwide to measure literacy and critical thinking and problem solving in workplace literacy and other adult-learning programs.
>
> Straub Clinic and Hospital is among the largest providers of group medical services in Hawaii and the United States. It has over 115 physicians representing over 30 specialties, and nearly 1,300 nurses, technicians, and other support staff. Workers that BELIEVE serves are comprised mainly of line supervisors exhibiting diverse workplace-centered needs in written and oral communication, employee relations, and cross-cultural ties.

BELIEVE's goal is to help employees gain the skills needed to enrich their lives and become more productive and efficient workers. In order to meet that goal, the project offers customized workplace literacy classes, flexible training schedules, convenient on-site instructional facilities, bilingual and bicultural project staff, and access to theWestern Curriculum Coordination Center, the Pacific's largest compendium of vocational training and instructional materials

Bakery Europa. BELIEVE, in the third year:

Planned and presented.....Two courses in English and one course in Mathematics; ten independent learning opportunities; and tutorials.

Enrolled.....A total of 149 workers in literacy courses, independent learning activities, and tutorials, and over three years, a total of 526 workers.

Attained.....Exit CASAS scores in reading in which 25% of workers fell in Level A (low), 45% in Level B (average), 25% in Level C (high), and 5% in Level D (advanced) based on a four-level literacy classification system. Moreover, between the second and third years, the percentage of workers in Level A dropped ten percent while the percentage of workers in Levels B, C and D combined increased ten percent.

Exit CASAS scores in mathematics in which 10% of workers fell in Level A, 60% in Level B, and 30% in Level C. None fell in Level D. Moreover, between the second and third years, the percentage of workers in Level A did not change nor did the percentage of workers change in Levels B and C combined. But there were fewer workers in Level B (90% vs. 60%) and more workers in Level C (0% vs. 30%) between the two years.

High scores (90%-100% correct answers) by 86% of workers participating in ten independent learning activities.

High scores (90%-100% correct answers) on a ten-item exit test in safety by 48% of workers tested, average scores (60%-80% correct answers) by 36% of workers, and low scores (50% and under correct answers) by 16% of workers.

High scores on an exit test on sanitation (personal hygiene) by 36% of workers tested, average scores by 53% of workers, and low scores by 10% of workers.

High scores on an exit test on sanitation (foodborne illnesses) by 30% of workers tested, average scores by 60% of workers, and low scores by 10% of workers.

Published.....Two issues of a project newsletter (BELIEVE) featuring news of literacy events, articles written by workers and staff, recipes, and multicultural holiday greetings.

Certificates and framed awards for Employee of the Month, special holiday greetings and congratulatory messages for use on cake topping, and workplace sanitation rules on pocket-size laminated cards.

Created.....An instructor-learner accountability activity in which each worker writes out what was learned at the end of the class or tutorial session.

Assisted.....One worker to pursue high school diploma through community school.

Three workers to obtain second jobs to better meet family financial needs.

Straub Clinic and Hospital. BELIEVE, in the third year:

Planned and presented..... Twenty-two classes in writing, proofreading, editing, grammar and punctuation, notetaking and minutetaking, and oral communication, plus tutorial sessions in pronunciation and advanced English and business writing.

Enrolled..... A total of 122 workers--116 coming from classes and 6 from tutorials--comprised mainly of supervisory workers with a smaller number of front-line maintenance and food services workers. Over three years, the project enrolled a total of 502 workers.

Attained..... High marks from workers on rating forms having a four-point scale (4=high, 1=low) that the project created to assess course content and instructor effectiveness.

The lowest overall course rating, 3.20, was obtained for Writing Letters and Memos; the highest, 3.75, for Proofreading and Editing. In addition, the lowest rating, 3.20, was obtained for instructor command of subject matter. This was followed by progressively higher ratings of 3.32 for course and instructor meeting participants' needs, 3.42 for alignment of course content to stated purpose of the class, and 3.45 for effective use of instructional materials.

Comments received from workers commended instructors and the project. Several workers requested courses for building computer skills, using time-saving strategies (time management), and writing newsletters and bulletins.

Posted..... Significant gains in three core courses--Grammar and Punctuation I & II and Writing Letters and Memos--for which pre/post measurement data were available, placing workers in the fourth and highest quarter on a 100-point measurement scale. But despite those gains, some workers did not measure up to instructor expectations.

Published ..... Two issues of a project newsletter (BELIEVE) featuring articles written by workers and staff, and workplace news. Laminated handouts on measurements for food preparers.

Started to negotiate.....Institutionalization of the project with tutorials and classes based on existing as well as new needs of the workforce. Also incorporated four project workshops into the curriculum of Straub's leadership program.

Summary of Exit Findings

Enrollment

1) Over three years, the project served a total of 1,028 workers. (A worker is counted more than once if he or she participated in one or more activities.) It peaked in Year 2 when 480 workers participated in the project. Before and after that, enrollments were nearly the same--about 270. Worker counts for Bakery Europa and Straub Clinic and Hospital did not vary much. Each had just over 500 participants.

Workplace	Year 1	Year 2	Year 3	Total
Bakery Europa	202	175	149	526
Straub Clinic & Hosp.	65	315	122	502
Total	267	490	271	1,028

2) Enrollment at the Bakery declined by roughly 25 workers each year after the first year, suggesting that after enrollment peaked in the first year, interest waned as basic needs in literacy were being met through a combination of courses and tutorial sessions.

3) At Straub, enrollment increased by 250 workers between the first and second years, but it dropped by 193 workers after the second year. The project was delayed several months, which explains why enrollment was low in the first year. In the third year, enrollment dropped significantly. This decline was a result of a national accreditation study of the clinic and hospital operations. It required the involvement of and placing on call all of Straub's supervisory staff--the project's main audience.

Bakery Europa: Exit Testing in Reading

1) At the Bakery, when worker reading achievement was measured at exit using the CASAS, a standardized test of adult literacy and learning, these results emerged:

a) About 25% of workers, even though they can handle routine and entry-level jobs, are able to function only at the basic level of oral communication. They have difficulty providing basic personal identification in written form and following basic written directions, including written safety procedures (*Level A*).

b) Another 45% can handle entry-level work requiring simple to somewhat complex instructions. They can provide some basic written information and perform only basic computation (*Level B*).

c) The remaining 30% are generally able to function in jobs involving following oral and written directions, including diagrams and charts, in familiar job situations. But some may have difficulty following more complex directions and instructions in unfamiliar job situations (*Levels C & D.*) .

2) Comparing Bakery workers' reading status between the start and end of the project, fewer workers were in Levels A and B but many more workers were in Level C.

3) Gains in reading at the Bakery typically came after 30 hours of instruction, or 30% of the time that adults normally take to achieve a similar gain nationally. This was evident in the second year when classes and tutorials were at their peak.

Bakery Europa: Exit Testing in Mathematics

1) When worker mathematics status was measured upon exiting the project using the CASAS, these results emerged:

a) Ten percent of workers are unable to compute wages and deductions in their paychecks. They can handle workplace tasks that require straight counting, but have difficulty adding and subtracting. Division and multiplication problems would generally be outside their reach (*Level A*).

b) Sixty percent are able to perform the most basic computations, which includes adding and subtracting multiple-column numbers in addition to multiplying, and dividing with whole numbers (*Level B*).

c) Thirty percent are able to do all of the arithmetic computations in Level B at levels involving whole numbers and decimal numbers in tens and hundreds. (*Level C.*)

d) Over the project's first and third years, the number of workers remained the same in Level A, the number of workers in Level B decreased somewhat, and the number of workers in Level C increased slightly.

Bakery Europa: Exit Testing in Safety and Sanitation

1) Worker knowledge and attitude on preventing burns showed 48% of workers obtaining high scores on a project-developed exit test; 36%, average scores; and 16% low scores. On safety, it would have been reasonable to expect upwards of 90% of workers to obtain high scores. Yet only 48% measured up to that level of expectation.

2) Worker knowledge of personal hygiene practices, as measured by a project-developed exit test, showed 36% with high scores, 54% with average scores, and 10% with low scores. On knowledge about foodborne illnesses, 30% scored high, 60% scored average, and 10% scored low. To have upwards of 90% of workers score high on the two exit tests on sanitation would have been reasonable. This expectation, however, was not met.

Straub Clinic and Hospital: Third-Year Courses in Oral Communication and Writing

1) At Straub, high marks were obtained for all of the six core courses, averaging 3.41 (4=high, 1=low), on a project-developed rating scale for assessing content and instructor effectiveness. The lowest overall course rating, 3.20, was obtained for the series on Writing Letters and Memos and the highest, 3.75, for the series on Proofreading and editing. A pre/post gain of 10.9 points was obtained for Grammar and Punctuation I; 21.0 points for Grammar and Punctuation II; and 14.0 points for Writing Letters and Memos. Their post-test scores of 75.6, 84.0, and 76.5, respectively, fell in the highest quarter on the test's 100-point scale.

2) Those ratings were corroborated by comments received from Straub participants plus findings from formative evaluations prepared by the instructors themselves and the evaluator. Alignment of course content to the workplace was evident, instructor preparation was strong, and strategies for teaching adults were clearly demonstrated. Pacing, however, tended to be uneven in some classes.

B E L I E V E

A National Workplace Literacy Project

U.S. Department of Education Office of Vocational and Adult Education
and
Department of Teacher Education and Curriculum Studies
College of Education, University of Hawaii

EVALUATION REPORT
Year 3

Evaluator: Ichiro Fukumoto

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Introduction

This evaluation reports on the effect of BELIEVE programs and services in the third and final year of operation at Bakery Europa and Straub Clinic and Hospital.

BELIEVE is a three-year national workplace literacy project conducted with a grant received from the U.S. Department of Education, Office of Vocational and Adult Education and administered by the Department of Teacher Education and Curriculum Studies, College of Education, University of Hawaii. Partners in the project are Bakery Europa and Straub Clinic and Hospital in Honolulu, Hawaii.

> Bakery Europa, one of Hawaii's largest wholesaler of baked good, employs upward of 150 people representing all of the state's major ethnic and cultural groups. But of the workers that the project serves, nearly 80% is Filipino. Nearly all are functioning in beginning- and intermediate-level English and mathematics, as measured by CASAS (Comprehensive Adult Students Assessment System.) CASAS is used nationwide to measure literacy and critical thinking and problem solving in workplace literacy and other adult-learning programs.
>
> Straub Clinic and Hospital is among the largest providers of group medical services in Hawaii and the United States. It has over 115 physicians representing over 30 specialties, and nearly 1,300 nurses, technicians, and other support staff. Workers that BELIEVE serves are comprised mainly of line supervisors and middle-management staff exhibiting diverse workplace-centered needs in written and oral communication, employee relations, and cross-cultural ties.

BELIEVE's goal is to help employees gain the skills needed to enrich their lives and become more productive and efficient workers. In order to meet that goal, the project offers customized workplace literacy classes, flexible training schedules, convenient on-site instructional facilities, bilingual and bicultural project staff, and access to Western Curriculum Coordination Center, the Pacific's largest compendium of vocational training and instructional materials.

New Teaching-Learning Context at the Bakery

The third and final year's evaluation was shaped by a new set of learner, curriculum and instructional requirements. In the third year, Bakery workers, after participating in the project's basic literacy classes for two years, exhibited a need for more varied and less structured learning content and activities. While some still sought the basics, many more sought learning beyond the basic through more independent learning activities, resulting in profound changes to what would be taught, how it would be taught, and how learning would be evaluated.

Mirroring how most adults learn--on their own and at their own pace--the focus of instruction shifted from structured and instructor-led classes to less-structured and self-taught learning opportunities. Moreover, each opportunity had a single and sharply defined theme, and the content aligned to the products, vocabulary and activities of the workplace. Because Bakery workers chose their own learning opportunities and worked through them on their own time and at their own pace, BELIEVE instructors functioned less as teachers and more as guides, tutors and facilitators.

Described below is the paradigm shift in curriculum and instruction.

1st/2nd Years	From:	Formal teaching (e.g. teacher plans, set hours, pre-class assignment handouts)
3rd Year	To :	Less formal teaching (e.g. tutorials, variable hours, no assignments).
1st/2nd Years	From:	Teacher-directed learning (e.g. teacher plans, organizes and sets the pace of learning activities)
3rd Year	To :	Self-directed learning (e.g. student plans, organizes and sets his or her own paces with help from instructor).
1st/2nd Years	From:	Module-based lessons (e.g. two, three, or more lessons on a given topic)
3rd Year	To :	Mini-lessons (e.g. short, stand-alone, one-time lessons).
1st/2nd Years	From:	Adding new content
3rd Year	To :	Reviewing, refining, and applying existing content.

The upshot of this shift on evaluation in the final year was a stepped-up reliance on qualitative data--instructor ratings, worker anecdotal reports and ratings, and the like.

Results of CASAS Testing at the Bakery

Reading

Exit testing of twenty workers in reading, representing 90% of workers who participated in one or more reading courses earlier, yielded the following results:

a) Twenty-five percent of workers fell in CASAS Level A. At this level, workers can handle routine, entry-level jobs but are often limited to jobs requiring only the most basic oral communication. They often have difficulty providing basic personal identification in written form, cannot follow basic written directions or written safety procedures.

b) The remaining seventy-five percent of workers fell in Levels B, C, and D. At these levels, workers are able to function satisfactorily in entry-level jobs requiring simple to moderately complex written communication and follow simple to moderately complex oral directions.

c) Over a two-year period, the percentage of workers in Level A (low) dropped by ten percent--35% to 25%; the percentage in Level B (average) decreased by fifteen percent--60% to 45%; and the percentage in Levels C and D (High) climbed by twenty percent--5% to 25%.

Table 1: CASAS Reading Scores
Bakery Europa

CASAS Level	Scaled Score	Range	CASAS Pre (1996/97)		CASAS Post (1996/97)		CASAS Exit (1998)	
			no.	%	no.	%	no.	%
A	<200	Low	7	35	8	40	5	25
B	200-214	Avg	12	60	6	30	9	45
C	215-224	High	1	5	6	30	5	25
D	>224	High					1	5
		Total	20	100	20	100	20	100

Mathematics

CASAS exit testing of ten workers in mathematics, representing 90% of workers who participated in one or more math courses, yielded these results:

a) Ten percent of workers fell in Level A. At this level, they are unable to compute wages and deductions on paychecks.

b) The remaining ninety percent fell in Levels B and C. At these levels, workers are able to compute simple to moderately complex arithmetic computations, including measures of volume and quantities using whole numbers, fractions, and percentages.

c) Over a two-year period, the percentage of workers in Level A (low) remained at the same level--10%; the percentage of workers in Level B (average) decreased by 30 percent--90% to 60%; and the percentage of workers in Level C (high) climbed by 30 percent--0 to 30%.

Table 2: CASAS Math Scores
Bakery Europa

CASAS Level	CASAS Scaled Score	Range	CASAS Pre (1996/97)		CASAS Post (1996/97)		CASAS Exit (1998)	
			no.	%	no.	%	no.	%
A	<200	Low	1	10	2	20	1	10
B	200-214	Avg	9	90	5	50	6	60
C	215-224	High	0	0	3	30	3	30
		Total	10	100	10	100	10	100

Independent Learning at the Bakery

With worker learning needs becoming less homogenized and more varied after the second year, the ten lessons in the third year prominently featured some aspect of the Bakery. These lessons were crafted as crossword puzzles, picture-labeling exercises, and mini-lessons in arithmetic. Workers worked through the lesson on their own, but those wanting special help were provided help in one-on-one sessions with the staff.

Described below are the ten workplace lessons, including data on participation and impact.

Lesson No. 1: Bakery Europa Word Search: Breakfast Pastries

Fifteen words describing breakfast pastries (e.g. "scones," "biscuits") or their ingredients (e.g. "almond," "raisin") were hidden in a 13-letter x 17-letter grid. Participants were required to identify then circle the fifteen words from a grid comprised of 221 letters.

Distributed	Returned		90-100% Correct Responses	
No.	No.	%	No.	%
91	40	43	38	95

Lesson No. 2: Bakery Europa Products

Fifty-four products were embedded in a crossword puzzle. In this puzzle were 29 "across" clues (e.g. "cake with chocolate shavings) and 5 "down" clues (e.g. "made from cocoa beans").

Distributed	Returned		90-100% Correct Response	
No.	No.	%	No.	%
70	16	22	16	100

Lesson No. 3: Math (Addition) Contest

Twenty addition problems appeared in this activity. Preceding the problems was a review of whole numbers expressed in units of hundreds, tens, and ones--and computing sums for two-column integers (e.g. "60 + 20="), three-column integers ("870 + 105="), and a combination of two- and three-column integers (e.g. "162 + 27=").

Distributed	Returned		90-100% Correct Responses	
No.	No.	%	No.	%
40	22	55	19	86

Lesson No. 4: Math (Subtraction) Contest

Twenty subtraction problems appeared in this activity. Preceding the problems was a review of whole numbers expressed in units of hundreds, tens, and ones--and computing differences for two-column integers (e.g. "65-10="), three-column integers ("649-100="), a combination of two- and three-column integers (e.g. "555-33="), and a combination of one- and three-column integers ("555-3=").

Distributed	Returned		90-100% Correct Responses	
No.	No.	%	No.	%
20	19	95	18	95

Lesson No. 5: Word-Product Matching Game

Ten pairs of words and products appeared in this game. Participants matched a word (e.g. "Lady Lilikoi") to computer-scanned colored snapshot of the named product.

Distributed	Returned		90-100% Correct Responses	
No.	No.	%	No.	%
25	9	36	1	11

Lesson No. 6: Safety at Bakery Europa Crossword Puzzle

Thirty-six words comprised this puzzle on safety. There were 19 "across" clues and 17 "down" clues oriented to the workplace (e.g. "The way out," "____your apron strings and shoelaces").

Distributed	Returned		90-100% Correct Responses	
No.	No.	%	No.	%
30	12	40	9	75

Lesson No. 7: Addition and Subtraction with Renaming Activity

Twenty problems provided experiences calling for basic addition, subtraction, and reading/computing skills. In subtraction problems, the activity also explained renaming the minuend (the larger of two numbers) to show more ones and tens. Of the twenty problems, five required reading as well as computing skills (e.g. "A supermarket bought 108 croissants. They sold 95 on the first day. How many were left?")

Distributed	Returned		90-100% Correct Responses	
No.	No.	%	No.	%
39	6	15	5	83

Lesson No. 8: Multiplication and Division Activity

Ten multiplication and ten division problems were offered in this activity. In the primer on multiplication, addition was first mentioned as the long way to deal with variable and fixed values (e.g. " A danish walnut strudel costs 47 cents. How much would a dozen and a half cost?"). Rules on using 1 and 0 as multipliers were also explained. In introducing division skills, subtraction skills were reintroduced (e.g. "A customer paid $54.00 for six cakes. What was the cost of each cake?")

Distributed	Returned		90-100% Correct Responses	
No.	No.	%	No.	%
20	1	5	1	100

Lesson No. 9: Equipment and Tools at Bakery Europa Crossword Puzzle

Forty-two word clues comprised this puzzle, 22 "across" and 20 "down," targeting production equipment (e.g. "Machines used to make dough") and baking tools (e.g. "Liquid or dry measuring _____.")

Distributed	Returned		90-100% Correct Responses	
No.	No.	%	No.	%
20	3	15	3	100

Lesson No. 10: Holidays and Events Puzzle

Twenty-two words made up this puzzle based on an incomplete phrase and a single-letter clue. The missing word used to complete the phrase described an event (e.g. "Happy Easter " for a religious festival in the spring), a holiday (e.g. "Happy Independence Day" on July 4), or a congratulatory message (e.g. "Happy Anniversary" to a couple wed for a year.) These phrases decorated the top of cakes.

Distributed	Returned		90-100% Correct Responses	
No.	No.	%	No.	%
30	8	26	7	88

Summary of Ten Self-Learning Activities at the Bakery

Summarizing the ten self-learning activities, six (60%) dealt with language skills and four (40%) with computational skills. Compared to the 266 individual pieces of learning materials on language skills distributed to workers, 88 (33%) were returned and scored. Compared to the 119 individual pieces of learning materials on math distributed to workers, 48 (40%) were returned and scored.

Fifty Bakery workers participated in a total of 140 games, puzzles, and exercises. On average, then, each worker participated in three activities.

Workers obtained high scores (90-100% correct responses) in the following lessons:

	n
No. 1: Pastries	40
No. 2: Bakery Products	16
No. 4: Math--Subtraction	19
No. 8: Math--Multiplication & Division	1
No. 9: Bakery Equipment & Tools	3

Workers obtained average scores (89-70% correct responses) in the following lessons:

	n
No. 3: Math--Addition	22
No. 6: Bakery Safety	12
No. 7: Math--Addition, Subtraction, Renaming	6
No. 10: Greetings for Holidays and Special Events	8

Workers obtained low scores (less than 20% correct responses) in the following lesson:

	n
No. 5: Word-to-Product Matching	9

Worker Reactions to Independent Learning at the Bakery

Thirty workers who were surveyed for their reactions to the third year's lessons issued mostly favorable (yes) ratings to questions about the purpose, content, relevance, and pace of instruction. Favorable ratings dropped slightly on questions asking workers to compare the benefits those lessons to earlier ones.

	Yes	No	Unsure
1. *I understand clearly the purpose of this lesson.*	28	0	2
2. *I could make the connection between the lesson's purpose and my work.*	30	0	0
3. *I learned all of the skill(s) that this lesson was to teach me.*	28	1	1
4. *I was able to learn at my own pace--not too fast, not too slow, but just right.*	29	1	0
5. *Compared to earlier lessons that were planned and carried out in small classes, with this lesson:*			
a. *I could better sense the lesson's purpose*	27	0	3
b. *I could make a stronger connection between the lesson's purpose and my work.*	23	2	2
c. *I could better learn the skills that the lesson covered.*	24	1	3
d. *I could better learn at my own pace.*	24	3	2

Six workers included these comments in their survey forms:

I liked the exercises just finished few days ago...It keep the mind working and learning.

With the Project BELIEVE, I learned a lot...I learned all the skills that I connect or do in regards to my work. The people that teach are so incredible that they really sit down and teach you what it's all about.

Project BELIEVE should strongly be recommended to anywhere. The project benefits the individual a lot. It gives the individual a chance to learn things that they didn't get to learn throughout their school year. It also give them an understanding of what they have accomplished or learned in this class as well as using it towards their job.

The games (unstructured lessons) were not only fun but challenging as well. It also showed how much the employees knew what kinds of products they are working with.

This is good learning.

I learn math.

Worker Reactions to the Project at the Bakery

When asked, "What skills did you learn from Project BELIEVE that you've used in your work? At home?" Bakery workers (N=30) provided the following responses:

Rank	Theme	No. of Responses Single & Multiple
1	Communicate better with co-workers, supervisors *I speak English to my co-workers.* *I've learned communication skills in different ethnic styles.* *I learned to hear English, I learned to speak English well between my supervisors and my co-workers.*	10
2	Learn more about bakery products, equipment, and operations *I learned the name of the products in my work.* *I learned different kinds of bread and how to packed.* *I learned to write label correctly.*	8
3	Learn to count better and figure out quantities *I learn to count in my department.* *I learned to count the products*	7
4	Practice workplace safety *Storage of supplies.* *Prevent burns.*	4
5	Practice workplace sanitation *I learn...how wash my hands w/warm water & soap & scrub.*	3
6	Understand others better and get to like them *I learn to love every body...in my department.*	2

Next, regarding skills learned and transferred to the home, the workers surveyed shared these thoughts:

Rank	Theme	No. of Responses Single & Multiple
1	Communicate better with kids using English, including helping them with homework *I use math at home. I teach my kids the math homework.* *I learn to handle my family, I learn to love my children.*	7
2	Use English and math skills for making wise shopping choices *I use math to go shopping.* *I learned math to balanced my check book.* *Yes, it helps me...because I know the names of the products.*	6
3	Practice safety and sanitation at home *I learn not to put foods longer at the icebox, cover all foods that you put in the icebox.* *I learned how to clean using different chemical.*	4
5	Read recipes to make different kinds of dishes *I learned cook Vietnamese food, I learned to read American recipe.*	3
6	Apply English to watching TV *I use English to watch TV.*	3
7	Use personal computer *I work with computer skills...Now I own my own computer.*	2

Safety Knowledge and Attitudes at the Bakery

Course content was geared to the Bakery and delivered with a combination of a videotape, problem-solving exercises, and discussions. A safety pretest/posttest showed a .38 gain on a six-point scale.

Pretest Mean	Posttest Mean	Gain
3.88	4.26	.38

A ten-item exit test of worker knowledge and attitudes on preventing burns showed nearly half of workers obtaining high, or near-perfect to perfect scores; 36 percent, average scores; and 16 percent low scores.

Correct scores	Range	Workers	
		n	%
9/10 to 10/10	High	12	48
8/10 to 6/10	Avg.	9	36
5/10 and under	Low	4	16

Of five items on knowledge of safety practices, 100% workers answered these two items correctly:

> *When you use hot cooking oil, you should use* a wire basked to put food into the oil.
>
> *When you operate gas stove or ovens, you should* open the oven door, wait a moment, and then light the gas.

But 16% of workers answered this question incorrectly:

> *What are some hot spots in the bakery?* From these five choices (*oven, burners, fryers, ot foods, all*) they incorrectly circled "*oven.*"

Another item that 12% of workers answered incorrectly:

> *Flammable liquids should be stored....* From these five choices (*under stairways, near the ovens, in the rest room, in appropriate containers, all*) they incorrectly circled "*under stairways.*"

Regarding attitudes about safety at the bakery, nearly a third of the workers surveyed answered this question incorrectly:

The person <u>most</u> responsible for my safety at work is... From these four choices (*my supervisor, the company president, the worker next to me, me*) they incorrectly picked "*my supervisor.*"

Sanitation Knowledge and Attitudes at the Bakery

Sanitation I

Content of this course was geared to personal hygiene at the workplace using an instructional venue comprised of a videotape, problem-solving exercises, and discussions. A sanitation pretest/posttest showed a gain of 1.97 points on a ten-point scale.

Pretest Mean	Posttest Mean	Gain
6.23	8.20	1.97

In an exit test on workplace sanitation centering on personal hygiene practices, 36 percent of workers had high scores, 53 percent average scores, and 10% low scores.

Correct Scores	Range	Workers	
		n	%
9/10 to 10/10	High	11	36
8/10 to 6/10	Avg	16	53
5/10 and under	Low	3	10

Of the 10 items comprising the test, these two items garnered correct responses from nearly all of the workers:

It is ok to taste food with my fingers.

After I use the bathroom, I must wash my hands.

But one of five workers responded incorrectly to these two test items:

I only need 10 seconds to properly wash my hands.

Sanitation is only Mr. Glenn Wong's [Bakery Europa production manager] responsibility.

Sanitation II

Content of this course was geared to foodborne illnesses at the workplace using an instructional venue comprised of a videotape, problem-solving exercises, and discussion. A sanitation pretest/posttest showed a gain of 1.77 points on a ten-point scale.

Pretest Mean	Posttest Mean	Gain
6.20	7.97	1.77

In a companion exit test on sanitation centering on preventing food-borne illnesses, 30 percent of workers had high scores, 60% had average scores, and 10% had low scores.

Correct Scores	Range	Workers	
		n	%
9/10 to 10/10	High	9	30
8/10 to 6/10	Avg	18	60
5/10 and under	Low	3	10

Nearly all workers responded correctly to this test item:

"Avoid cross contamination" is a rule for preparation of foods.

But over 20 percent of workers responded incorrectly to these items:

Freezing food kills bacteria.
Raw, unprepared food can be stored at room temperature.
New ingredients should be used before old ingredients.

Formative Evaluations at the Bakery

For courses in Beginning English, Intermediate English and Beginning mathematics, BELIEVE instructors assessed then reported on their own instruction.

Beginning English

Covered in this course were reading and understanding recipes and the Bakery Europa Handbook, plus other workplace topics, such as calendars and clocks, currency, and managing time, blending English and mathematics.

Instructors reported that mixing English and mathematics in a beginning English class did not interfere with English learning. Since most workers were previously enrolled in beginning mathematics courses, this content mix actually reinforced and expanded mathematics learning. Recipe reading reintroduced terms used at work and introduced entirely new terms not used at home or at work. Workers were "...very eager to learn, hardworking and conscientious about coming to class."

Intermediate English

This class provided an expanded coverage of the topics considered in beginning English. The expanded coverage included oral communication drills from New Pronunciation Manual with tape recordings made of the spoken language for teaching and assessing progress.
Writing also was added, such as filling out forms and accident reports. Reading was stepped up to include product labels covering directions and warnings.

Instructors reported an improvement in worker pronunciation as well as understanding of spoken English. Rarely was there a need for instructors to repeat themselves when asking questions. There was also acquisition of new vocabulary, including cooking vocabulary, after several repetitions and review. Pronunciation, however, was judged to be the biggest problem. Another problem was reluctance of some workers to open up and speak out freely in class, reflecting their Asian cultural backgrounds rather than lack of ability or interest.

Beginning Mathematics

The course centered on the knowledge and application of addition, subtraction, multiplication, and division tied to directly to the workplace and work. Emphasized in the

course were skills in counting products, time, days, months, and years. Measurement skills, such as decimals and percents, were also emphasized.

The instructor reported the first few class sessions were "stressful" in making workers aware of the need to be accurate with quantities, both in speech and in writing, on the production and delivery lines. Awareness-building extended to making workers understand why certain errors occurred, how those errors affected business profits and image, and what actions could be taken to prevent those errors from happening again, including getting a "counting" job done right the first time. Teaching--and learning--mathematics came easier after this roadblock was removed.

Findings from Straub Clinic and Hospital

In the third year, owing to a national accreditation study involving large numbers of supervisory personnel--BELIEVE's main audience--the project's scope was scaled down to the following six core courses:

Core Course	No. of Classes	Enrollment
Writing Better Letters and Memos	4	30
Proofreading and Editing	3	9
Grammar and Punctuation I: Fundamentals	5	20
Grammar and Punctuation II: Sentence Structure	5	17
Notetaking and Minute Taking	3	7
Oral Communication	2	33
Total	22	116

1) Grammar and Punctuation I and II accounted for 32% of all participants. Following it were Oral Communication (28%) and Letter and Memos (25%). These three courses combined enrolled 85% of Straub participants.

Course	Enrollment	%
Grammar and Punctuation I, II	37	32
Oral Communication	33	28
Letters and Memos	30	26
Proofreading and Editing	9	8
Notetaking and Minutetaking	7	6
Total	116	100

Tutorials accounted for another six workers:

	Enrollment
Pronunciation and Advanced English	3
Business Writing	3

2) Participants gave very high ratings to Proofreading and Editing. Lesser, but still high, ratings were given to core courses in Grammar and Punctuation I and II, Writing Letters and Memos, and Notetaking and Minutetaking. Participants were asked to formally rate the following items at the end of the course: a) consistency of course content with the stated course objectives, b) instructor command of subject, c) instructor responsiveness to learner needs, and d) instructor use of program materials.

Reported below for each core course is the grand mean for the above-mentioned four items.

Core Course	Mean Rating 4=high; 1=low
Proofreading and Editing	3.75
Grammar and Punctuation I & II	3.42
Notetaking and Minutetaking	3.30
Writing Letters and Memos	3.20

Written comments received from participants to the question "What did you get out of this session?" reinforced the purpose and content of the courses. Several participants included commendations to the project and project staff. To the question "What will you share back on the job?" participant responses added details and depth to the course purpose and content. And to the question, "What other courses that we do not currently offer would assist you in doing your job better?" one participant requested a course in computer skills, another participant asked for a course in time-saving strategies, a third participant asked for a course in writing newsletters and bulletins. One participant requested courses in money management, investing, and finance.

Pre/Post Measures

An analysis of pre- and post-test measures administered to workers in three core classes revealed gains of 10.9 points in Grammar and Punctuation I, 14 points in Writing Letters and Memos, and 21 points in Grammar and Punctuation II. Each measure was referenced to a 100-point scale.

Core Course	Pre-test Score	Post-test Score	Change
Grammar and Punctuation I	64.7 (n=9)	75.6	10.9
Grammar and Punctuation II	63.0 (n=13)	84.0	21.0
Writing Letters and Memos	62.5 (n=24)	76.5	14.0

For the three core classes, beginning-of-class performance fell in the region bounded by the fifth and sixth deciles on the project's 100-point measuring scale. By the courses' end, performance improved by a full decile in Grammar and Punctuation I, one and a half decile in Writing Letters and Memos, and two deciles in Grammar and Punctuation II.

Despite those impressive pre/post performance gains, ratings that instructors made of individual students performances at the end of the course showed three students, or seven percent, failed to measure up to expectations.

Core Course	Above n	At n	Below n
Grammar and Punctuation I	7 (.78)	0 (.00)	2 (.22)
Grammar and Punctuation II	8 (.62)	5 (.28)	0 (.00)
Writing Letters and Memos	15 (.65)	7 (.30)	1 (.05)
Total	30 (.66)	12 (.27)	3 (.07)

Formative Evaluations at Straub

Formal observations by the project evaluator of classes in Oral Communication, Grammar and Punctuation II, and Notetaking and Minutetaking disclosed alignment between course content and products that could be identified with the workplace, appropriate teaching strategies for teaching adult learners, and effective use of instructional materials. But in trying to cover too much material in too short a time, pacing was occasionally uneven. (Appendix A)

Instructor evaluations of Grammar and Punctuation I and II and Writing Better Letters and Memos revealed lively interactions between participants and instructors. Participants did not hesitate to ask questions, initiate and engage in discussions, and connect course content with specific workplace practices and events.

Evaluators's Classroom Observations and Reports

June 20, 1997

Project BELIEVE
Formative Evaluation

The purpose of this evaluation was to observe and report on the June 18 session, Grammar and Punctuation--Session No. 2 for three Straub employees. The instructor for this two-hour session was Dorothy Wheeler.

The session began with a pretest on knowledge of grammar and punctuation comprised of five items, each requiring the participant to choose the correct punctuation, verb form and sentence structure. Following this activity was an instructor-led discussion of the correct choice and the rules governing it. Included also in this sequence was an overview of learner outcomes for the day's six lessons. The concluding activity was a post-test.

Findings:

1) The instructor was prepared to make every minute count. She was poised to move swiftly into the day's activity with a sign-in sheet and instructional materials as participants entered the training room. Upon signing in and gathering the materials, the pretest was administered and the review started without delay. The transition from one lesson to the next was smooth and easy to follow.

2) Transparencies, handouts, prepared flip charts, and exercises were effectively combined to provide each lesson with a sharp and steady focus. This focus was heightened by the instructor's command of the basic grammatical and punctuation rules plus patterns of current usage. Instructive here were her examples of informal vs. formal usage.

3) Participants were attentive and responded easily to the instructor's questions. They were fast on the uptake, picking up on and reinforcing each other's responses. With this group, no instructor prodding was required. The participants prodded themselves by picking up cues from the instructor.

Suggestions

1) Consider breaking the content of Session No. 2 into two sessions, one session to run for two hours and the second to run for one hour. (That means reconfiguiring the total lesson into three sessions instead of the present two.) There is simply too much material crammed into the second session, as evidenced by time running out after the 11:15-11:35 a.m. module on misplaced and dangling modifiers. This occurred even with crisp pacing.

2) Given the high level of motivation, mutual support, and responsiveness to instruction, consider having advanced-level participants teach and learn from each other. This pedagogy, however, might not work well with basic-level participants. Even so, with an intermediate- or advanced-level group, such as the one taught on June 18, it is worth trying. To illustrate, Stan might've written out his example of a compound-complex sentence that the group, including Stan, could've examined for form as well as punctuation. I think his example was, "I'll register the patient, but I can't admit him until the doctor sees him."

With this form of group participation, participants also can be asked to bring samples of their own writings for group review and rewrite.

May 30, 1997

Project BELIEVE
Formative Evaluation

The purpose of this evaluation was to observe and report on the May 28 workshop on Note- and Minute-Taking for two Straub employees. The instructor for this two-hour session was Patti Takata.

The workshop began with a ten-minute segment of a videotape, "Breaking the Mold," featuring a panel of federal officials who spoke on the School-to-Work Opportunities Act. Covered by the panel was the act's impact on lower education, the labor market, and vocational training. This segment was followed by the instructor asking the class a series of recall-type questions. This "pre-exercise" led to tips on taking efficient notes (Part I), methods of notetaking (Part II), and examples of minute-taking formats (Par III). Two appendices completed the day's session. The first was Straub's templates for taking minutes and the second, a list of transitional words, abbreviations, and symbols for writing minutes.

Findings:

1. Videotape, handout, and lecture were blended to create an efficient presentation. Transitions and timing between modes were smooth, thus the concept or skill being taught was easy to spot and follow.

2. Given the short duration of the workshop (2 hours) in relation to the content to be covered, the handout was compact yet complete. It probably covered all of the essential note- and minute-taking concepts and skills, plus more. The additional materials were Straub's minutes-taking templates--a long-form and a short-form--and the list of transitional words, abbreviations, and symbols.

3. Playing then replaying videotape #2 was done well to introduce and then reinforce note-taking skills. This activity required students to join note-taking skills with a note-taking format of their choice.

4. Appendix B: Transitional Words, Abbreviations, and Symbols was an extremely useful adjunct to the lesson. Actually, it went far beyond notetaking/minutetaking. Appendix B is a primer for effective writing and for effective speaking--a benefit that students should be made aware of in the workshop.

Recommendations:

1. Before playing videotape #1 ("Breaking the Mold,") alert the class on the tape's content, in particular the "mode" that is supposed to be broken and why. As such, questions asked after the tape's playing might be asked before the tape's playing as well. The rationale here is that effective notetaking requires an awareness of and some familiarity with the topic, including the technical vocabulary (e.g. "Goals 2000").

2. Re-examine the four methods of notetaking as note processing methods and note writing methods. It appeared that Mind-Mapping and Cornell were most useful for processing information while Main-Idea-to-Main-Idea and T-Notes were most useful as methods for writing notes. Possibly, this distinction is minor--processing vs. writing--but it's difficult to take and write notes using Mind-Mapping and Cornell at the same level as Main-Idea and T-Notes.

3. Consider blending Part II (Methods) with Part III (Examples). Joining the two parts creates a smoother learning transition than dealing with the two parts separately.

4. If privacy and other similar requirements can be controlled, consider including Straub's minutes of meetings and templates in the expanded Part II. This would strengthen BELIEVE's mission of planning lessons that are relevant to the actual workplace.

January 20, 1998

Project BELIEVE
Formative Evaluation

This evaluation's purpose was to observe then report on the January 19 course on Communication for eighteen Straub food and nutrition services workers. Instructors of this 70-minute course were Dorothy Wheeler and Ruth Truce.

The course began with basic definitions and examples of communication in the workplace using a combination of lecture and worker skits, the latter serving to reinforce as well as broaden the lectured message. This was followed by a pretest, then two other skits, including a ball-tossing activity involving both instructors. The session ended with a posttest and participant ratings of the course.

Findings:

1) The three unrehearsed workplace skits and ball toss were woven artfully into the lessons to help illustrate in concrete ways the session's key concepts. And when asked to identify and analyze the incident portrayed in a skit, the class responded appropriately to instructor questions. They needed little prompting.

2) The problem-solving loop was in evidence after each skit. In this loop, the class was first asked to identify the problem, the reason for the problem, and how the problem might be dealt with now and also prevented from happening in the future.

3) Given the session's mix of content and pace of instruction, a session summary of key concepts came at the right moment. It provided the class with an opportunity to reflect, albeit briefly, what was presented, acted out, and discussed.

Suggestions:

1) Give the class more time to relate with and actually practice *Repeating, Paraphrasing, and Clarifying*, a highly useful technique for preventing as well as remediating communication problems in the workplace, and elsewhere. Instruction did not come close to the 25 minutes set aside in the syllabus for this important culminating activity, which could've been this session's goal.

2) Consider doing a short summary after each section, if the course is to retain its existing structure of five sections. The grand summary should not be dropped, however. But more to the point, consider restructuring the entire content so that it might be taught in two 70-minute sessions, instead of one session, emphasizing, again, *Repeating, Paraphrasing, and Clarifying.*

3) Give some thought to including culturally-unique forms of communication in a multicultural workplace, e.g. avoiding eye contact, using an intercessor, and marking "I don't know"or not marking anything to mean "no" (as in a course evaluation form.) Examine how this might conflict with or run afoul of western culture, e.g. making direct eye contact, speaking for oneself, and saying "no" when one means "no."

GRAPEVINE

A newsletter for Straub employees ❖ April 1996

DEPARTMENT NEWS

A program you can believe in. So that it can continue to provide employees with educational programs that enrich their lives and their work environment, Straub will again be offering courses under the BELIEVE Project, a three-year partnership that focuses on improving communication with both patients and fellow employees.

Funded by the U.S. Department of Education, the BELIEVE Project offers courses to promote understanding and teamwork among Straub's employees, who come from multi-ethnic and multi-cultural backgrounds. Straub is the first hospital in Hawaii to participate in the project, and one of only two companies in the state to do so (the other is Bakery Europa).

One class, called "Intercultural Relations," helps participants gain a greater understanding of the various cultures of their co-workers and patients. Emphasis in this popular class is on Pacific Rim cultures, with experts in Japanese, Samoan and Hawaiian cultures providing an informative and enlightening experience for all participants.

Classes may be customized to meet the needs of individual departments, like the one designed specifically to help the staff in one department improve their oral English skills. Employees develop a vocabulary list and learn how to respond and make requests, ask for more information and pronounce the names of items correctly.

The project also includes workshops, such as "Supervising the Non-native English Speaking Employee," which is designed to teach supervisors ways to improve their employees' teamwork, communication and problem-solving skills. Other workshops help improve business writing skills. Topics range from using correct grammar and punctuation to organizing ideas effectively and writing persuasively.

Employees who can't come to classes or workshops, want additional help or simply want to keep their learning private, can arrange to study individually with a tutor.

All classes, workshops and tutorials are customized to serve the needs of Straub employees. So keep your eyes open for BELIEVE Project offerings. If you'd like more information, have a suggestion for a class or want to arrange a tutorial, call Miriam Jay Komine at ext. 3023

Congratulations to Pamela Erwin for being crowned Miss Rodeo Hawaii 1996! A patient account representative in the Business Services Department, Pamela was born and raised in Kaneohe. She says her father, a rodeo cowboy and expert horseman, placed her on the back of a horse before she could even sit up, and she's been involved with horses ever since. Her goals are to finish her Bachelor's degree in Business Administration and then to enter and win the Miss Rodeo America competition next November. Best of luck, Pamela... YEEEHA!

What's in a name? Maybe everything. At least that's what Honolulu Star-Bulletin columnist Dave Donnelly thinks was our secret in drawing the public to the *Straub Cares for Women*

Women's 10K. Nearly a thousand women lined up to run in Straub's 19th annual Women's 10K last month, despite a downpour the night before that lasted throughout the race. Once again, despite the inclement weather, the event was a success thanks to all of the volunteers who dragged themselves out of bed in the rain to make it all possible. A very big MAHALO!

We've got birthday videos! That's right, for those of you who were unable to attend the blessing and Dr. Straub's birthday celebration on March 14, video tapes of the entire session can be borrowed from Fran Smith in the Library.

1996 Blood Drive off to a good start. The Straub Blood Drive Committee and the Blood Bank of Hawaii extend a special mahalo to each blood donor and to those who made donations of food, beverages and time during the March 15 drive. Special thanks go out to our retiree volunteers for their assistance. Because of your generosity and caring, 72 pints were collected at our first drive of the year.

Blood DRIVE

HR CORNER

Just a word or two about your new Employee Handbook. First of all, Straub has produced and distributed an updated Employee Handbook to every employee primarily because each of us is responsible for complying with the content of the handbook. This is a common practice among companies that not only protects Straub, but us as well. Also, Straub's new "Setting a Higher Standard" program focuses heavily on compliance issues, and we feel it is important that each employee is adequately informed on policies and procedures, and that each of you has ready access to a manual. We have purposely produced the handbook in a three-ring binder and printed the text on one side so that updates can be made more cost-effectively. In other words, we don't have to reprint every year to add important or mandated material. This handbook should last for years and save money in the long run.

PROMOTIONS

Rodelio Baysa—Field Engineer I
Nepherty Boreson—PIMS/TTP Patient Acct. Coord.
Elizabeth Bostick—Lead Bus. Office Clerk

BEST COPY AVAILABLE